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ABSTRACT

This report provides an overview of each of the local consortia projects, the special demonstration and training grants, and statewide activities that took place in Ohio during the July 1, 1993-December 31, 1994, period. Section I contains descriptions of the following: staff development activities developed by 8 individual Adult Basic and Literacy Education (ABLE) programs and by 20 consortia; staff development events facilitated through the four ABLE Regional Resource Centers; and two other projects that centered around statewide training. These program descriptions follow this format: grant recipient, program name, grant allocation, contact, programs participating, activity name and objective, total hours of staff development, total number of participants, and average evaluation of activities. Section II describes the following Special Demonstration and Training Projects: Workplace Literacy--Troubleshooting for Success; ABLE Support Staff Training; 12 Adult Literacy Planning and Coordination grants; Beyond Ourselves--ABLE Practices Worldwide; Innovative Practices in English as a Second Language/Language Bridge Pilot; Family Literacy Curriculum; Volunteer Literacy Programs in Community Corrections; Adult Basic and Literacy Education--Transitions; Shawnee Foxfire Network; and Cultural Diversity. Each description contains grant recipient, program name, grant allocation, project period, program director, purpose, and outcomes. Section III outlines objectives and topics of three ABLE directors' meetings. Attachments include requests for proposals and agendas. (YLB)

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ED 381 671

Section 353 Report
Program Year 1993-94

Adult Basic and Literacy Education

ABLE

Adult Basic and Literacy Education

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March 1995

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INTRODUCTION

Section 353 of The Adult Education Act, P.L. 100-297, as amended by the National Literacy Act of 1991, establishes that not less than 15 percent of funds be used for special experimental demonstration projects and teacher training. These funds are used to provide staff development activities for our Adult Basic and Literacy Education programs through the local consortia and statewide activities. Special training and demonstration projects granted to programs provide products and training that are shared statewide.

This report provides an overview of each of the local consortia projects, the special demonstration and training grants, as well as the statewide activities that took place during the July 1, 1993 - December 31, 1994, period.

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STAFF DEVELOPMENT INDIVIDUAL/CONSORTIA PROJECTS

For fiscal year 1994, the Ohio Department of Education funded staff development activities developed by eight individual ABLE programs and by twenty consortia serving 167 ABLE programs. Attendance for these activities totaled 5,572 ABLE staff at approximately 228 activities. Over 2,074 hours of available staff development through local projects and consortia averaged approximately nine hours per activity. The total allocation for these projects was $453,685.00.

In addition to local training activities through individual and consortia projects, staff development events were facilitated through the four ABLE Regional Resource Centers. New teachers' training occurred regionally as well as regional conferences.

Two other projects centered around state-wide training were "For the Common Good" and "Peer Assistance Teams."

Grant Recipient: Akron City Schools

Program Name: Akron City Schools

Grant Allocation: $4,500.00

Contact:

Jerry Drone
70 North Broadway
Akron, Ohio 44308
(216) 434-1931

Programs Participating: Akron City Schools, Project LEARN

	Activity Name	**Objective**
1.	Assessments & Family Literacy	To familiarize staff with various methods of assessments; to help teachers develop family literacy lessons
2.	Curriculum Update	To review new ABLE curriculum and development of lesson plans utilizing new materials
3.	Computer Literacy	To learn how to use Microsoft Works as a tool to teach writing skills and Filemaker Pro for classroom management

Total Hours of Staff Development: 9

Total Number of Participants: 56

Evaluation Average of Activities: 5 (Based on 1 - 5 Scale)

Grant Recipient: Warren County Board of Education

Program Name: Butler/Warren Counties Consortium

Grant Allocation: $10,269.00

Contact:
Nancy Schwab
YWCA of Hamilton
244 Dayton Street
Hamilton, Ohio 45011
(513) 856-9800

Programs Participating: Butler Co. JVS, Hamilton , Middletown, Talawanda, Warren Co. Board, Preble Co. District Library, YWCA of Hamilton

	Activity Name	Objective
1.	ABLE Student Orientation Program	To evaluate student response to newly designed orientation/ suggest changes
2.	ABLE Student Retention	To develop retention program for immediate implementation
3.	Student Services	To become aware of services at D. Russell Lee Career Center
4.	Newspapers in Education	To learn latest techniques using newspapers in education
5.	Materials Workshop	To develop new materials for ABLE instruction
6.	Human Services Coop	To become better informed about services
7.	Program Evaluation	To identify strengths and weaknesses of program
8.	Developing Goal Attainment & Retention Strategies	To learn how to help students attain goals; to learn retention strategies
9.	Developing Strategies for Working with JOBS Clients	To learn to work better with JOBS Clients
10.	Goal Attainment & Recruitment Strategies	To learn how to help students set goals; to discuss & implement retention strategies
11.	New Teachers' Follow-up	To reinforce new teachers training & problem solve
12.	Resource Expo	To acquaint teachers with materials at resource center
13.	Appalachian Conference	To acquaint teachers with Appalachian history/culture
14.	Teaching Strategies for Adults with Learning Disabilities	To assist in better understanding special learning problems
15.	Teacher Visitation	To allow staff to attend other programs, network, share ideas
16.	A Language Workshop	To learn about the Orton Dyslexia Society
17.	Pelavin Training	To train trainers
18.	Fall & Spring ABLE Directors' Meetings	To give ABLE program directors opportunity to collaborate
19.	OAACE Conference	To provide staff opportunities for personal and professional growth

Total Hours of Staff Development: 183

Total Number of Participants: 173

Average Evaluation of Activities: 4.4 (Based on 1- 5 Scale)

Grant Recipient: Canton City Schools

Program Name: Canton City Consortium

Grant Allocation: $23,795.00

Contact:
John Pieper
617 McKinley Avenue, S.W.
Canton, Ohio 44707
(216) 438-2555

Programs Participating: Alliance City, Buckeye JVS, Canton City, Massillon City, Wayne Co. JVS

Activity Name	Objective
1. Take Your Pick Carousel Presentations	To share practices with ABLE colleagues; to present fresh approaches to each area of ABLE instruction
2. Portfolio Assessment	To enable basic literacy staff to implement continuous evaluation of progress by learner and teacher
3. Volunteer Inservice	To provide literacy tutors with techniques & materials when using the newspaper for instruction & planning
4. Getting to Know Regional & State Resource Centers	To familiarize staff with the resources available at the State and NE Regional Resource Centers
5. Quality Indicators	To acquaint teachers with the Quality Indicators and measurements; to ask teachers to set personal goals for FY95
6. Laubach Volunteer Trng.	To provide an initial 9 hour training program for new tutors
7. Adult Education Conferences	To encourage staff to participate in state and local conferences
8. Local Program Staff Development	To enable local directors to plan staff inservice based on individual program needs

Total Hours of Staff Development: 93+

Total Number of Participants: 509

Evaluation Average of Activities: 4.6 (Based on 1- 5 Scale)

Grant Recipient: South-Western City Schools
Program Name: Central Ohio Consortium
Grant Allocation: $13,160.00
Contact: Dr. Larry Casterline/Gail Morgan
2975 Kingston Avenue
Grove City, Ohio 43123
(614) 875-2318

Programs Participating: Eastland JVS-Fairfield Career Center, Central Ohio Psychiatric Hospital, Dublin City, South-Western City, Leo Yassenoff, Columbus Literacy Council, Columbus Urban League, Community Connections for Ohio Offenders, OSU Research Foundation

Activity Name	Objective
1. Volunteer Training - 2 pts.	To train literacy volunteers
2. Assessment/Accountability	To review student evaluation/assessment; to review state requirements re: accountability; to evaluate data base and develop use of volunteers & assessment
3. National Urban League Conference	To develop leadership and management skills
4. Staff Development Leadership & Management Center for New Directions	To develop leadership and management skills
5. Community CALLVAC Resources	To inform staff of community resources to link students needing assistance
6. How to Deal with Difficult People	To train staff to deal with diverse personalities, both learners and co-workers
7. Learning Disabilities	To inform staff of London Procedure, LD strategies, & ABLE procedures
8. Year-end Review	To evaluate objectives for 93-94 and plan for FY95
9. Resources at LAU Center	To inform ESL staff of LAU resources to enhance ESL instruction
10. ESL Program Development	To develop materials to fit the changing needs of ESL population
11. Critical Thinking Workshop	To develop critical thinking skills with the ABLE learners
12. Literacy Initiative Function	To promote awareness of the literacy community
13. OAACE Conference	To promote awareness of new trends & issues in adult education
14. United Adult Literacy Meeting	To promote linkage of area literacy providers
15. Septime Clark Center for Literacy	To learn use of critical thinking for self & community of African American adults with special needs
16. ABLE Staff Development	To orient ABLE staff with general program operations, review and evaluation of teaching methods
17. Resource Center	To introduce staff to available resources
18. TESOL Conference	To promote awareness of new ESL trends

Total Hours of Staff Development: 138.5
Total Number of Participants: 179
Average Evaluation of Activities: 4.7 (Based on 1- 5 Scale)

Grant Recipient: Cincinnati City Schools

Program Name: Cincinnati City Schools

Grant Allocation: $8,000.00

Contact:
Michael Behr
Queen City Vocational Center
425 Ezzard Charles Drive
Cincinnati, Ohio 45203
(513) 977-8071

Programs Participating: Cincinnati City Schools

Activity Name	**Objective**
1. Peer Sharing/Staff Introductions & CABLES	To allow new staff opportunity to meet, share ideas, and to learn about CABLES, the centralized intake process
2. Introduction to Workplace Literacy & Learning Disabilities	To increase awareness of these two topics, share testimonial experiences with learning disabled learners
3. Cultural Diversity	To examine impact of diversity on ABLE program
4. Current Issues in ABLE	To increase staff awareness of information regarding state, local, and national conferences

Total Hours of Staff Development: 4

Total Number of Participants: 77

Average Evaluation of Activities: NA (Based on 1- 5 Scale)

Grant Recipient: Cleveland Public Schools

Program Name: Cleveland City

Grant Allocation: $48,500.00

Contact:
Dr. Judith Crocker
1440 Lakeside Avenue, Room 101
Cleveland, Ohio 44114
(216) 523-848

Programs Participating: Cleveland City

	Activity Name	**Objective**
1.	Testing & Assessing Student Progress (ESL)	To critique and review new assessment instruments
2.	Getting in Touch with our Multi-cultural Urban Students	To explore different aspects of cultural diversity within the student population
3.	Appreciating Diversity	To heighten awareness of racism and sexism and learn how geographical culture & values differ in Urban Communities
4.	Greater Cleveland Literacy Forum	To explore the connection between learning disabilities and literacy levels
5.	Ohio TESOL Conference	To develop awareness of cultural differences, second language acquisition
6.	Reading Strategies for the Beginning Reader (BES)	To understand and implement one Bronx Educational Services strategy
7.	Total Quality Management in Adult Education	To provide an overview of TQM; to form groups & design a plan to identify and address issues in adult education
8.	Mathematics: Strategic Problem Solving	To identify & apply 6 problem solving strategies and develop goals of ABLE/GED math education
9.	Greater Cleveland Literacy Forum	To discover how to start & improve workplace literacy program
10.	Regional, State & National Conferences	To offer a variety of workshops to address professionalism, accountability, technology, & collaboration
11.	ESL Teacher Training	To provide statewide training and follow-up, preparation of manual

Total Hours of Staff Development: 52+

Total Number of Participants: 240

Average Evaluation of Activities: NA (Based on 1 - 5 Scale)

Grant Recipient: Columbus City Schools

Program Name: Columbus City

Grant Allocation: $10,000.00

Contact:
Jim Ries
North Education Center
100 Arcadia Avenue
Columbus, Ohio 43202
(614) 365-6000

Programs Participating: Columbus City

Activity Name	Objective
1. Team Building Staff Retreat	To encourage working together to best meet the needs of ABLE students
2. Individualized ABLE Sites	To have staff determine needs and implement strategies to meet needs at ABLE sites
3. Whole Language and Authentic Assessment	To present authentic assessment and show obvious connection to whole language instruction
4. Individualized Staff Dev.	To allow staff to identify and attend conferences or workshops for personal and professional growth
5. Mini-grants	To have staff create and implement learning projects

Total Hours of Staff Development: 225+

Total Number of Participants: 115

Average Evaluation of Activities: 4.5 (Based on 1- 5 Scale)

Grant Recipient: Dayton Public Schools

Program Name: Dayton City

Grant Allocation: $6,380.00

Contact:
Rosalyn Christian/Nancy Browning
Roosevelt Center
2013 West 3rd Street
Dayton, Ohio 45417
(513) 262-2801

Programs Participating: Dayton City

Activity Name	Objective
1. State Update & Resource Center	To receive updates on program review; to become familiar with materials & resources that are available
2. Math Test Taking Strategies & Tips	To receive tips on problem solving in math and test taking tips
3. Teacher Materials & Methods/ Learning Styles	To provide teachers the opportunity to share materials & methods; to learn more about learning styles
4. Multi-Culturalism in ABLE Curriculum	To introduce multi-cultural education into the ABLE classroom
5. Teacher Training Science/ Math	To become acquainted with hands-on methods and materials that will enhance instruction
6. Staff Development Planning Event & Program Materials Update (Marketing)	To plan, write, and execute workshops, training sessions FY94; to prepare for FY95

Total Hours of Staff Development: 85

Total Number of Participants: 57

Average Evaluation of Activities: 3.7 (Based on 1 - 5 Scale)

Grant Recipient: Ohio Department of Mental Retardation/
Developmental Disabilities (MR/DD)

Program Name: Department of Mental Retardation/
Developmental Disabilities\

Grant Allocation: $6,340.00

Contact: Angela Finney
30 East Broad Street, Room 1265 E
Columbus, Ohio 43266-0415
(614) 466-9610

Programs Participating: Ohio Department of MR/DD

Activity Name	**Objective**
1. Promoting Community Participation	To improve ability to affect the competency of adults with developmental disabilities; to enhance quality of life for participants
2. Ohio's Family Reunion	To develop partnerships with consumers; to learn innovative approaches to working with people with developmental disabilities; to develop flexibility; to develop community connections; to increase knowledge of the impact disability has on family systems

Total Hours of Staff Development: 18

Total Number of Participants: 24

Average Evaluation of Activities: 3.0 (Based on 1- 5 Scale)

Grant Recipient: Ohio Department of Rehabilitation & Corrections

Program Name: Department of Rehabilitation & Corrections

Grant Allocation: $8,000.00

Contact:
Alan Toops
315 Phillipi Road
Columbus, Ohio 43228
(614) 274-9000

Programs Participating: Department of Rehabilitation & Corrections

Activity Name	**Objective**
1. ABLE Staff Development Conference	To Provide ABLE Staff with Information on the Following Topics: 1. Learning Disabilities and Instructional Strategies - To learn teaching strategies and identification of learning disabilities 2. Technology Demonstration & Hands-on - To teach instructors the use of educational technology 3. Best Practices Model - To learn current national model programs 4. Whole Brain Learning - To learn teaching strategies

Total Hours of Staff Development: 8

Total Number of Participants: 112

Average Evaluation of Activities: 4.1 (Based on 1- 5 Scale)

Grant Recipient: Ashtabula County JVS

Program Name: Eastern Shore Consortium

Grant Allocation: $23,000.00

Contact:
Suzanne Bernardini
1565 S.R. #167
Jefferson, Ohio 44047
(216) 576-6015

Programs Participating: Ashtabula County JVS, Geauga County Bd., Kent City, Madison Local, Maplewood JVS, Painesville City, Willoughby-Eastlake, Auburn Career Center

	Activity Name	**Objective**
1.	Memory Enhancement/ Assessment	To develop teaching strategies for memory enhancement; to review & revise assessments
2.	Learning Disabled Adults	To gain an understanding of LD adults, tips & techniques
3.	Curriculum Cycles	To review pilot project, evaluate implementation, & provide modeling session
4.	Using Your NE Resource Center	To tour the resource center; to provide hands-on resources
5.	Shooting off Rockets	To discuss strategies for reducing math anxiety; to use problem solving techniques; to participate in activities to teach math concepts
6.	Indicators of Program Quality: Impact on ABLE	To review Ohio's indicators; to introduce a variety of assessments
7.	Resource Team/ Marketing	To design TV promo; to provide production/set-up and ad plan
8.	Resource Team/ESL Literacy	To review ESL assessment and materials; to preview LVA methods
9.	Resource Team/Curriculum	To provide master set of curriculum; to discuss implementation
10.	Directions for Directors	To participate in state ABLE meeting; to assess/design FY95 staff development activities & workshops
11.	Conferences for the Consortium	To promote professional growth; to encourage participation & presentation

Total Hours of Staff Development: 48+

Total Number of Participants: 116

Average Evaluation of Activities: 4.9 (Based on 1-5 Scale)

Grant Recipient: Cleveland Hgts./University Hgts. City
Program Name: Greater Cuyahoga County Consortium
Grant Allocation: $41,673.00

Contact: Catherine Thomas
2155 Miramar Blvd.
Cleveland, Ohio 44118
(216) 371-7138

Programs Participating: Berea City, Cleveland Hgts./Univ. Hgts., Cuyahoga Community College, Cuyahoga Valley JVS, E. Cleveland City, Euclid City, Garfield Heights, Lakewood City, Mayfield City, Parma City, N. Olmsted, Project LEARN, Reading for Adult Enrichment, Warrensville Heights, Rocky River, Strongsville, Westlake City, Western Reserve Mental Health Center, Jewish Community Center

	Activity Name	**Objective**
1.	Managing the Classroom	To recognize the importance of management styles in ABLE
2.	NE ABLE Resource Center Grand Opening	To introduce ABLE staff to the resource center
3.	Orientation for Local-Programs	To review ABLE goals and program operations
4.	Directors' Meeting	To identify activities for staff dev.; to participate in workshops
5.	Greater Cleveland Literacy Coalition Workshop	To encourage interagency cooperation
6.	Math Strategies/Effective Techniques in ESL	To learn math activities; to develop skills in preparing materials for ESL
7.	Penn-Ohio	To develop linkage between Pennsylvania and Ohio ABLE
8.	ABLE in Russia	To provide information about international concerns in ABLE
9.	Real Reading for Real People	To learn reading strategies
10.	Carousels	To learn multiple teaching approaches
11.	Literacy Coalition	To link literacy providers in the area
12.	Directors' Meeting	To evaluate 1993/94 staff development project
13.	OAACE Conference	To provide staff opportunity for personal & profess. growth
14.	Immigration	To understand the immigration policy
15.	COABE Conference	To provide staff opportunity for professional growth

Total Hours of Staff Development: 108
Total Number of Participants: 639
Average Evaluation of Activities: 4.7 (Based on 1 - 5 Scale)

Grant Recipient: Great Oaks JVSD

Program Name: Hamilton/Clermont Counties Consortium

Grant Allocation: $26,250.00

Contact:
Art Ftacnik
3254 East Kemper Road
Cincinnati, Ohio 45241
(513) 771-8840

Programs Participating: Clermont Co. Board, Great Oaks JVSD, Lewis Mental Health Center, Norwood City, Princeton City, Southwest Local, Urban Appalachian Council, Jewish Family Services of Hamilton Co., YWCA of Cincinnati, Cincinnati Union Bethel, Jewish Vocational Services

Activity Name	Objective
1. Reaching Adult Learners with Whole Language Strategies	To provide instructors with language/writing strategies for working with low level adults
2 ABLE Math Teacher Training Workshop	To learn strategies for teaching math skills, including life skills and critical thinking
3. Retention Strategies for the ABLE Student	To learn strategies to maximize retention of ABLE students
4. Volunteer Training	To train volunteers in use of instructional materials, learning styles, and characteristics of the ABLE student
5. OAACE Conference	To promote professional growth

Total Hours of Staff Development: 48

Total Number of Participants: 228

Average Evaluation of Activities: 4.4 (Based on 1- 5 Scale)

Grant Recipient: Xenia City Schools

Program Name: London Consortium

Grant Allocation: $13,600.00

Contact:
Phyllis Wisecup
578 East Market Street
Xenia, Ohio 45385
(513) 376-2961

Programs Participating: Greene County JVS, London City, Miami Trace Local, Springfield City, Springfield-Clark JVS, Xenia City, Tecumseh Consortium

	Activity Name	**Objective**
1.	Disarming the Disabled Family	To design a meaningful course of study to motivate the disabled learner
2.	Pelavin Math: Strategic Problem Solving	To develop problem solving skills
3.	Stitcher of Stories to Excite the Mind and Touch the Heart	To develop a family literacy component
4.	OAACE-PAVE Conferences	To provide opportunities for networking & for professional growth
5.	Individual Member & Project Grant Reports/Roundtable Idea Exchange	To share conference information, exchange ideas, and discuss common concerns
6.	Pelavin Math: Strategic Problem Solving Part 2	To develop problem solving skills
7.	Stitcher of Stories..Part 2	To correlate reading with social studies, science and math
8.	Project Grant	To design a staff development to meet the needs unique to its own ABLE program
9.	Individual Member Grants	To allow staff members to attend conferences, SW Regional Resource Center activities, program visits

Total Hours of Staff Development: 141+

Total Number of Participants: 150+

Average Evaluation of Activities: 4.9 (Based on 1- 5 Scale)

Grant Recipient: Youngstown City School

Program Name: Mahoning Valley Consortium

Grant Allocation: $20,310.00

Contact:
Peter Cannell
20 West Wood Street, Box 550
Youngstown, Ohio 44501
(216) 744-6956

Programs Participating: Austintown Local, Campbell City, Mahoning Co. JVS, Salem City, Struthers City, Youngstown City, Columbiana JVS, East Liverpool City, OCCHA, Youngstown Jewish Family and Children's Services

	Activity Name	**Objective**
1.	Local ABLE Directors' Fall Mtg.	To review ABLE program goals and objectives for FY94
2.	Penn-Ohio Regional Conference	To learn new ABLE methods
3.	GED Testing Overview	To review with ABLE staff GED testing procedures
4.	Promoting Family Literacy/ Self Esteem	To provide methods/strategies for family literacy/self esteem
5.	Part One of The Adult Learner	To provide methods/strategies for dealing with adult learners
6.	Laubach Volunteer Tutor Training Session	To train volunteers to teach beginning readers
7.	Total Quality Management	To review principles of TQM & how they apply to education
8.	Part Two of The Adult Learner	To continue the methods for working with adult learners
9.	Laubach Volunteer Tutor Training Workshop	To train volunteers to teach beginning readers
10.	Part One - Developing Critical Thinking Skills	To provide methods & strategies for promoting critical thinking
11.	Part Two - Developing Critical Thinking Skills	To promote critical thinking with math skills

Total Hours of Staff Development: 88.5

Total Number of Participants: 546

Average Evaluation of Activity: 5 (Based on 1- 5 Scale)

Grant Recipient: Mid-East Ohio Vocational

Program Name: Mid-East Ohio Consortium

Grant Allocation: $22,315.00

Contact:
Ann Carr
400 Richards Road
Zanesville, Ohio 43701
(614) 454-7242

Programs Participating: Belmont Harrison JVS, Buckeye Local, CORC, PIC, Inc., Edison Local, Coshocton Co. JVS, Licking Co. JVS, Marietta City, Mid-East Ohio JVS, Perry County Board of Ed., Licking Co. PIC, Lancaster City, Switzerland of Ohio, Steubenville City, Jefferson Tech., Upper Ohio Valley Literacy Council

Activity Name	**Objective**
1. ABLE Fall Directors' Mtg.	To gain state & national ABLE update, attend workshops
2. Instructional Resources	To learn about resources for accessing instructional materials and information
3. OAACE Spring Conference	To provide professional growth for ABLE staff
4. Conferences	To provide ABLE staff opportunities for personal and professional growth
5. Spring ABLE Directors' Mtg.	Same as #1 above
6. Multiple Assessment	To implement multiple assessment in the ABLE programs

Total Hours of Staff Development: 69

Total Number of Participants: 124

Average Evaluation of Activities: 4.3 (Based on 1 - 5 Scale)

Grant Recipient: Mansfield City

Program Name: Mid-Ohio Consortium

Grant Allocation: $19,741.00

Contact:
Myron Maglott
West Fifth Street School
150 West Fifth Street
Mansfield, Ohio 44903
(419) 525-6380

Programs Participating: Bucyrus City, Delaware Co. JVS, Knox Co. JVS, Mansfield City, Marion City, Morrow Co. Bd. of Ed., Pioneer JVS, Marion Tech., Preparing Individuals for Careers, Union Co. Commissioners, Hardin Co. Bd. of Education

Activity Name	**Objective**
1. Regional State and National Meetings	To provide personal and professional growth
2. Mid-Ohio Consortium Planning Session	To address areas for staff development for 1994-95
3. Learning Styles and the Twenty Hour Staff	To introduce teachers to different learning style theories in ABLE classes and their implications for instruction; to share ideas about the 20 hour class format using local and non-local ABLE personnel; to present teachers with resources and services available by Owens Technical College

Total Hours of Staff Development: 12+

Total Number of Participants: 140

Average Evaluation of Activities: 4.7 (Based on 1 - 5 Scale)

Grant Recipient: Miami Valley Career Technology Center

Program Name: Montgomery County Consortium

Grant Allocation: $12,784.00

Contact:
John Reichard/Amy Leedy
6800 Hoke Road
Clayton, Ohio 45315
(513) 837-7781

Programs Participating: Dayton Mental Health Center, Fairborn City, Kettering City, Montgomery County JVS, Sinclair Community College, Jewish Federation of Dayton, Miami Valley Literacy Council

Activity Name	**Objective**
1. New Teacher Training	To train new ABLE teachers
2. Staff Development Planning for Local Programs	To address local training needs and offering of SW ABLE Resource Center
3. ESL Workshop	To share teaching techniques to improve retention
4. Mid-Year Evaluation	To evaluate staff development at mid-year
5. Tutor Training	To train volunteer tutors to work with Level I Learners
6. Teacher Visitation	To observe the ABLE classroom facilitators
7. State Meetings and Conferences	To learn about indicators of program quality
8. Year End Planning & Evaluation	To evaluate 1993 SD and plan for FY94
9. National Conferences	To share techniques with staff and other providers

Total Hours of Staff Development: 83

Total Number of Participants: 164

Average Evaluation of Activities: 4.7 (Based on 1-5 Scale)

Grant Recipient: Elyria City Schools

Program Name: North Central Consortium

Grant Allocation: $20,480.00

Contact:

Bill Bogner
Maplewood Adminstration Center
2206 W. River Road
Elyria, Ohio 44035
(216) 324-7500 Ex 340

Programs Participating: Ashland Co. JVS, , Elyria City, Lorain City, Lorain Co. JVS, Norwalk City, Orrville City, Vermilion Local, Medina JVS

Activity Name	**Objective**
1. Workshop #1	To teach writing for personal expression
2. Workshop #2	To continue sessions on writing - writing for a response
3. OAACE Conference	To provide staff opportunities for professional & personal growth
4. Local Workshops: Medina, Elyria, Norwalk & Medina	To provide tutor training, family literacy and learning disabilities workshops, various ABLE topics

Total Hours of Staff Development: 56+

Total Number of Participants: 182

Average Evaluation of Activities: 4.8 (Based on 1 - 5 Scale)

Grant Recipient: Owens Community College

Program Name: Northwest Consortium

Grant Allocation: $27,300.00

Contact:

Linda Stacy
Center for Development & Training
P.O. Box 10,000
Toledo, Ohio 43699-1947
(419) 661-7425

Programs Participating: Findlay City, Fostoria City, Four County JVS, Oregon City, Penta County JVS, Sandusky City, Sylvania City, Upper Sandusky E.V., Vanguard/Sentinel JVS, Washington Local, Hardin Co. Bd. of Ed., Read for Literacy, Toledo Bd. of Jewish Education, Toledo Area PIC, Owens Community College

Activity Name	Objective
1. Fall ABLE Directors' Meeting	To gain information about local, state, and national issues in ABLE; to plan for FY94
2. State ABLE/JOBS Meeting	To address the state ABLE/JOBS agreement
3. Goal Setting & Team Learning	To learn use of goal setting & team learning to increase learner retention
4. Integrating Life Skills into ABLE	To learn life skills curriculum to enhance learner success
5. OAACE Spring Conference	To provide ABLE staff opportunities to enhance professional skills and knowledge
6. Spring Directors' Meeting	To enhance knowledge level of ABLE directors
7. Staff Development Planning	To plan for FY95
8. State & National Conferences	To provide ABLE staff opportunities for professional growth

Total Hours of Staff Development: 62+

Total Number of Participants: 175+

Average Evaluation of Activities: 4.5 (Based on 1-5 Scale)

Grant Recipient: Ohio Hi-Point JVSD

Program Name: Ohio Hi-Point JVSD

Grant Allocation: $4,200.00

Contact:
Margaret Bible
2280 S.R. 540
Bellefontaine, Ohio 43311
(513) 599-3010

Programs Participating: Ohio Hi-Point JVSD, International Friendship Center

Activity Name	**Objective**
1. Understanding ABLE	To learn classroom record keeping, intake sheets, reports, goals and objectives
2. Communication Skills	To develop math, reading, writing skills with LD students
3. Kodak Camera Seminar	To learn how to use the poloroid camera with ABLE students and staff
4. OAACE Conference	To gain knowledge about adult students
5. Spring Directors' Conference	To gain knowledge of local, state, and national issues in ABLE
6. What Happened in 1994?	To obtain update of legislative issues/new events that worked in FY94
7. What' s Happening in 1995?	To wrap-up FY94 and train for FY95

Total Hours of Staff Development: 59

Total Number of Participants: 83

Average Evaluation of Activities: 4.9(Based on 1- 5 Scale)

Grant Recipient: Northwest Local Schools

Program Name: South Central Appalachian Consortium

Grant Allocation: $25,200.00

Contact:
Roby Bach
Northwest Local Schools
692 Mohawk Drive
McDermott, Ohio 45652
(614) 259-5558

Programs Participating: Northwest Local, Southern State Community College, Pike County JVS, Portsmouth City, Shawnee State, Ironton City, Southern Hills JVS, Ohio Valley Local, Community Action of Pike County

	Activity Name	**Objective**
1.	Fall ABLE Directors' Meeting	To gain information about local, state, and national ABLE issues
2.	Student Motivation & Achievement	To learn strategies for student motivation, student achievement, student retention, and story problems
3.	OAACE Conference	To learn the newest trends in ABLE; to provide opportunities to exchange ideas
4.	Spring ABLE Conference	Same as #1 above
5.	ABLE Summer Workshop	To learn about portfolio assessment, retention/motivation
6.	Consortium Directors' Strategic Meeting	To learn goal setting philosophy, staff development

Total Hours of Staff Development: 81.25

Total Number of Participants: 113

Average Evaluation of Activities: 4.3 (Based on 1 - 5 Scale)

Grant Recipient: Gallia-Jackson-Vinton JVS

Program Name: Southeast Ohio Consortium

Grant Allocation: $9,660.00

Contact:
Lili Roush
Gallia-Jackson-Vinton JVS
351 Buckeye Hills Road
Rio Grande, Ohio 45674
(614) 245-5334

Programs Participating: Gallia-Jackson-Vinton JVS, Athens DHS, Meigs Co. Bd. of Ed., Pickaway Co. Bd. of Ed., Pickaway-Ross JVS, PIC Council #17 of Pickaway Co., Tri-County JVS, Vinton County Local

	Activity Name	Objective
1.	Critical Thinking, Cooperative Learning, & Family Literacy	To encourage continued growth of ABLE staff by introducing new learning methods for ABLE students
2.	Critical Thinking & GED Correlation	To nurture & promote staff leadership and creativity within each ABLE program by: developing critical thinking & new teaching strategies
3.	PALS Lab - Cooperative Learning	To train ABLE instructors in reading methods using the language approach & PALS critical thinking, cooperative learning, & real writing for real people
4.	OAACE Conference	To provide local staff opportunity to attend presentations to improve programs & exchange ideas
5.	Make It - Take It Math Possibility	To promote and enhance multisensory instruction (encouraging visual, auditory, and tactile learning styles)

Total Hours of Staff Development: 41

Total Number of Participants: 110

Average Evaluation of Activities: 4 (Based on 1- 5 Scale)

Grant Recipient: Barberton City Schools

Program Name: Summit County Consortium

Grant Allocation: $11,346.00

Contact:
Dee Siegferth
Decker Family Services
633 Brady Avenue
Barberton, Ohio 44203
(216) 848-4256

Programs Participating: Barberton City, Cuyahoga Falls City, Akron Jewish Family Services, Portage Lakes JVS

Activity Name	**Objective**
1. CPR Training for Adult Education Staff	To enable ABLE staff to apply CPR techniques for emergency life support
2. Summit County, Stark County Consortium Round Tables	To enable ABLE staff to participate in sessions appropriate to their positions
3. Holistic Learning	To integrate language arts curriculum in adult classrooms
4. Program Quality Improvements	To enable each staff to identify areas in programs to improve; to provide work sessions with presenters for improvement
5. Summit/Canton ABLE Peer Training Workshop	To enable staff to receive peer assistance training from cooperative ABLE program
6. OAACE Conference	To enable staff to participate in round table discussions & presentations appropriate to individual staff members
7. Family Nurturing	To enable adult education staff to learn techniques to improve adult learners' self-esteem

Total Hours of Staff Development: 64

Total Number of Participants: 149

Average Evaluation of Activities: 4.3 (Based on 1 - 5 Scale)

Grant Recipient: Toledo City Schools

Program Name: Toledo City

Grant Allocation: $7,000.00

Contact:
Flute Rice
Manhattan & Elm Streets
Toledo, Ohio 43608
(419) 729-8312

Programs Participating: Toledo City

Activity Name	Objective
1. Sharing Teaching Techniques and Uniform Record Keeping	To develop a uniform system of record keeping
2. Sharing Teaching Techniques in Reading and Writing Skills	To develop skills in teaching low level reading and writing
3. Teaching ABLE with Use of the Computer	To develop skills in teaching with use of the computer

Total Hours of Staff Development: 18

Total Number of Participants: 44

Average Evaluation of Activities: 4 (Based on 1 - 5 Scale)

Grant Recipient: Warren City Schools

Program Name: Trumbull Area Consortium

Grant Allocation: $12,067.00

Contact:
Mark Leiby
P.O. Box 391
Warren, Ohio 44482
(216) 841-2274

Programs Participating: Howland Local, Trumbull County JVS, Warren City

Activity Name	**Objective**
1. New Teachers' Workshop	To provide new teachers with an overview of ABLE/GED
2. National Issues Forum Implementation and Participant Learning Environment	To learn to involve our students in active listening/group interaction; to create a learning environment conducive to all learners
3. Penn-Ohio IX Conference	To become familiar with current adult learning ideas & techniques
4. N.I.F. Implementation & continued Holistic GED Scoring	To follow up with specific activities involving National Issues Forum; to use holistic approach to monitoring students' progress
5. OAACE Spring Conference	To present overview of Pelavin Staff Development Project
6. N.I.F. Final Training	To hold final activities, share specific outcomes, and evaluate training
7. ABLE Program Evaluation	To review past year and plan for fall 1994 activities
8. COABE National Conference	To present workplace education/GM program; to interact with other national ABLE programs

Total Hours of Staff Development: 53

Total Number of Participants: 381

Average Evaluation of Activities: 5 (Based on 1 - 5 Scale)

Grant Recipient: Upper Valley JVS

Program Name: Upper Valley JVS

Grant Allocation: $5,000.00

Contact:
Dale Hershey/Fran Holthaus
8811 Career Drive
Piqua, Ohio 45356
(513) 778-1980

Programs Participating: Upper Valley JVS

Activity Name	**Objective**
1. Orientation	To provide staff orientation information and computer training
2. Canton City - ABLE Demonstration Project	To provide ABLE teachers training in use of whole language, teaching strategies for learners with learning disabilities, and math techniques
3. Newspapers and the ABLE Program	To learn the use of newspapers in the ABLE classroom and opportunities for staff sharing of ideas
4. Volunteer Staff Update	To go over winter schedule, promotional techniques, and update on ABLE activities
5. Northwest Regional Meeting	To gain skills in teaching life skills
6. OVA-PAVE Conference SW	To gain knowledge in adult education topics
7. 1993-94 Program Evaluation	To evaluate all components of the year's program
8. OAACE Conference	To participate and network at the state conference

Total Hours of Staff Development: 74

Total Number of Participants: 198

Average Evaluation of Activities: 5 (Based on 1- 5 Scale)

Grant Recipient: Apollo City

Program Name: West Ohio Consortium

Grant Allocation: $12,815.00

Contact:
Joyce Tracy
Apollo JVS
3325 Shawnee Road
Lima, Ohio 45806-1454
(419) 999-3015

Programs Participating: Apollo JVS, Celina City, Greenville City, Lima City, Oakwood Mental Health Center, St. Mary's City, Vantage JVS

	Activity Name	**Objective**
1.	Directors' Planning Mtg.	To Prepare for the Program Year
2.	Southwest Literacy Summit	To Discuss Statewide Literacy Issues
3.	Literacy and Multiculturalism	To Learn About Multicultural Issues in the ABLE Classroom
4.	Learning Modalities in Adult Education	To Learn About Learning Modalities and the Implications to ABLE Instruction & Techniques
5.	Cooperative Learning	To Introduce and Train ABE Teachers to Cooperative Learning in the Classroom
6.	Information Sharing	To Provide ABLE Staff the Opportunity to Network and Share
7.	Talk and Share	To Provide ABLE Staff with Opportunities for Sharing and Supporting Each Other
8.	Regional Meeting	To Brainstorm Case Studies Relative to ABLE Classroom Issues
9.	Tutor Training	To Train Volunteers
10.	Learning Difficulties	To Familiarize ABLE Staff About Learning Difficulties
11.	Distance Learning	Same As Above
12.	End of Year	To Evaluate Program Year's Activities
13.	Assessment Design	To Learn About Development & Assessment Techniques
14.	Visitation	To Share Program Ideas

Total Hours of Staff Development: 38

Total Number of Participants: 172

Average Evaluation of Activities: 3.2 (Based on 1-5 Scale)

Grant Recipient: Project READ,
c/o Sinclair Community College

Program Name: Southwest ABLE Resource Center

Grant Allocation: $85,000.00

Project Period: July 1, 1993 - August 31, 1994

Program Director: Karla Hibbert-Jones
Project READ,
c/o Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460
(513) 449-5123

Purpose: To provide training, direct technical assistance and a wide variety of resources to ABLE personnel and volunteers in southwest Ohio. Key staff: Jana Postlethwait, ABLE Training Specialist.

Project Outcomes:

1) The SW ABLE Resource Center currently has 2,400 materials available for check out by instructors.
2) The following resources were added to the center's collection: 72 videos, 68 student resources, 34 kits, 1 magazine subscription, 3 placement tests, 147 teacher resources, and 34 staff development modules.
3) Purchased Pro-Cite bibliographical software and are in the process of entering the resource center bibliography and additions into the computer. A biyearly bibliography update is planned.
4) Provided information about available resources to more than 600 individuals.
5) Provided in-service training sessions through a subcontract with Miami Valley Literacy Council.
6) Organized consultations for customized training sessions throughout the year.

7) Provided new teacher training follow-up on March 18, 1994, for 29 new ABLE instructors.
8) Expanded database of instructors' home addresses and publicized Resource Center through direct mail and a publicized newsletter.
9) Held 2 meetings of the Advisory Council, attended Project READ Program Committee meetings, Project READ Coalition meetings, OLRC Advisory Committee meeting, OAACE Conference, Regional Resource Center meetings, State Directors meeting, served on various state committees, grant readings, OLRC summer academies, presenters at various functions, basic computer classes, OPN, Gophering, and Columns/Tables computer classes, and "Taking It To The Streets" seminar.
10) Provided the following training sessions: Workplace literacy follow-up workshop, Resources Are Us Expo, New Teachers Orientation follow-up, Technology Teleconference, Pelavin Training, and Learning Styles Focus Group.

Impact:

1) The system established provides easy access to resources to preview and use.
2) Resource material circulation statistics from the 3 resource libraries: Main Library - 2309*; Project READ office - 85; Miami Valley Literacy Council - 45 (*Note: includes non-ABLE personnel)
3) The new bibliographical software will provide a faster, more efficient method of storing, managing and retrieving bibliographical information. An updated bibliography will be easier to maintain as newly acquired resources can be entered on a regular basis. The softwares' indexing and cross-referencing ability will give us the

capacity to sort records by subject, author or date, and produce lists of special collections or topics.

4) ABLE personnel and volunteers have increased knowledge of available resources, resulting in increased use of Resource Center.

5) In-service training sessions provided by Miami Valley Literacy Council served 80 participants.

6) Consultations yielded 54 hours of individualized assistance in areas of special need.

7) 29 participants in New Teacher Training follow-up gained knowledge about adult education, the adult learner and a variety of instructional strategies.

8) Direct mailings provide ABLE personnel with first hand information about staff development activities conducted by the Resource Center.

9) Increased coordination and rapport among Resource Centers' staff and other ABLE organizations.

10) Over 220 ABLE personnel and volunteers have increased their knowledge of the Adult Basic and Literacy Education field through these trainings.

Product or Training Developed:

New Teacher training manual
Calendars of Training Events
Bibliography of Resource Center's collection
Southwest Exposure Newsletter

Products are Available From:

Southwest ABLE Resource Center
Project READ, c/o Sinclair Community College
(513) 449-5374 or (513) 449-5375

Project Continuation and/or Future Implications:

The Resource Center staff will continue to expand the resource collection and increase availability of training sessions and consultations. For example, persons who received Pelavin training through the SW Resource Center, will be encouraged to provide workshops/consultations to other ABLE programs. Plans for 1995 include: New Teacher Training, Application/Resume Writing for Hard to Place Individuals focus group, Regional Conferences, NLP: Neuro-Linguistic Programming Workshop, "There Are No Snowdays" Workplace Literacy Workshop, Stay and Learn Workshop, State Directors Meetings, and Attitudes and the JOBS Client focus group.

Conclusions/ Recommendations:

Continue the operation of the Regional Resource Centers and continue communication among all four Resource Centers, the Ohio Literacy Resource Center, the Ohio Literacy Network, and Staff Development Consortiums.

Grant Recipient: Euclid City Schools

Program Name: Northeast ABLE Resource Center

Grant Allocation: $85,000.00

Project Period: September 1, 1993 - August 31, 1994

Program Director:

Gloria W. Gillette
Northeast ABLE Resource Center
291 East 222nd Street
Euclid, Ohio 44123
(216) 261-7076

Purpose: To provide technical assistance, resource materials and training for the 51 ABLE programs and the approximately 650 teachers, administrators and tutors who work in Northeast Regional ABLE programs.

Delores Tocco Tekieli is the project administrator. The center is staffed by Gloria W. Gillette, director, and Mary Beth Quinn, resource assistant.

Project Outcomes: 1) Since 1/1/94, the Resource Center has developed the library in the following areas:

*books	3,000
*video & audio tapes	250
*research items & 353 projects	500
*newsletters & journals	50
*catalogues	300
*computer programs	30
*variety of kits & manipulatives and instructional aids	

2) The Resource Center has also:

*sponsored on-site training on ESL, GED administration, New Teacher Orientation

*co-sponsored/hosted teleconferences and a variety of consortium and Directors' meetings
*held 3 Advisory Board meetings
*developed both an NTO and an ESL manual
*provided ongoing technical assistance at the rate of 3-5 calls/day
*presented at a number of program sites
*participated in other meetings such as Peer Assistance, Quality Indicators, Grant Reading, and State Directors' meeting
*developed and distributed 3 newsletters and training schedules directly to 650 ABLE program staff members
*responded to over 350 documented requests for information or assistance
*met quarterly with regional Centers to: coordinate activities, develop a combined mission statement and long-term goals, maintain regular, ongoing communication, jointly develop an ABLE manual for new teachers
*produced an ESL pronunciation manual

Impact: The impact of the Resource Center has been threefold:

1) for the Ohio Department of Education - we have coordinated activities and information
2) for program directors - we have coordinated information and activities, ordered materials and provided technical assistance
3) for teachers - we have provided training, research, materials and a wide variety of information

Through all of the above activities, we have hopefully impacted students directly or indirectly.

Products or Training Developed:

Our location has allowed us to provide a central site for meetings in the region. In hosting and developing meetings or training, we have increased traffic into the Resource Center, thereby encouraging direct access and use of materials. Accessibility has encouraged inquiries. New Teacher Orientation and the manual development are actual "products." However, our main products are training, information and resources.

Products are Available From:

ESL Pronunciation Manual and the ABLE Resource Handbook are available from:

Northeast ABLE Resource Center
291 East 222nd Street
Euclid, Ohio 44123

Information and resources such as: commercial texts, government publications, professional development materials, training materials, video and audio tapes, journals and newsletters, 353 projects, and catalogues are also available through the Resource Center.

Project Continuation and/or Future Implications:

The Resource Center has been funded through August 1995.

Conclusions/ Recommendations:

The response to the NE ABLE Resource Center has been far greater than anticipated. The shear volume of requests reflects the obvious need for a central information site. We have been successful in developing a needed information flow with the ODE. We have met critical training and meeting needs. However, our greatest success has been with meeting day-to-day information needs. Our impact has been the greatest with the teachers which is where the immediate need exists.

Recommendations for the future include:
1) increase training opportunities
2) continue to coordinate activities and training with the other resource centers and the OLRC
3) develop specific training components
4) expand library
5) increase knowledge and experiences with technology and its application in adult education

Additional Comments: We are pleased that teachers and directors have responded positively. We look forward to working with ODE to expand the training opportunities for ABLE programs. We will continue our special interest in ESL projects and materials and will expand our development in the areas of technology, as identified by the field in a recent needs assessment.

Grant Recipient: Owens Community College

Program Name: Northwest ABLE Resource Center

Grant Allocation: $126,000.00

Project Period: September 1, 1993 - August 31, 1994

Program Director:
Linda Stacy
Owens Community College
P.O. Box 10,000
Toledo, Ohio 43699-1947
(419) 661-7425
Fax: (419) 661-7662

Purpose: To provide resources, technical assistance, and training to personnel of funded ABLE programs in Northwest Ohio.

Project Outcomes:
*Additional resources were collected for the center
*Technical assistance was provided to both individuals and programs
*New teacher training was conducted
*The Bronx Educational Services (BES) project was facilitated
*The National Adult Education for the Homeless Conference was conducted
*Program visitations were made
*Training sessions were held
*A regional conference was conducted

Impact:
1) Additional networking has taken place among program personnel
2) More people have attended workshops and meetings
3) Resources have been purchased that individual programs can't afford to purchase
4) Additional people have been trained in BES

Product or Training Developed:	New Teacher manual has been produced. New teacher training program has been developed with other centers.
Products are Available From:	Each program will have the New Teacher manual as will individuals who participated in the training. Manuals are also available from the center upon request.
Project Continuation and/or Future Implications:	Each year more requests for training have come in from the field. For the coming year, each consortium has requested at least one training session.
Conclusions/ Recommendations:	The resource centers provide an additional method of outreach. They also have provided additional opportunities for networking in the field. There is some overlap with consortium activities and this needs to be considered.
Additional Comments:	None

Grant Recipient: Ohio University

Program Name: Central/Southeast ABLE Resource Center

Grant Allocation: $85,000.00

Project Period: September 1, 1993 - August 31, 1994

Program Director:
Dr. Edward Stevens
Ohio University
119 McCracken Hall
Athens, Ohio 45701
(614) 593-4470

Purpose: The primary purpose of the Central/Southeast ABLE Resource Center is to provide staff development, technical assistance and material resources for ABLE Region 2, a twenty-nine county region in Central/Southeast Ohio. Edward Stevens, Director; Alice Blake-Stalker, Coordinator; Rick McIntosh, Staff Development Field Representative and Melanie Volk, Secretary, staff the center.

During the past year, the Resource Center progressed through three phases of development. The first phase was continued acquisition of resources in the form of books, video/audio tapes, teleconferences, and software. The second phase was the preparation of the three regional campus sites. The third and perhaps most dynamic phase was the hiring of the Staff Development Field Representative.

Project Outcomes: The Resource Center sponsored two regional Directors' Meetings. The first was held on October 8, 1993, at Mid-East Ohio Vocational School in Zanesville, Ohio, and the second was held on April 20, 1994, at Burr Oak State Park in Glouster, Ohio. An Advisory Board meeting was held July 8, 1994, in Zanesville, Ohio.

During the course of the year, staff from the Resource Center attended the following conferences:

- *National Conference on Adolescent and Adult Literacy
- * OAACE
- * Seventh Annual Adult Literacy & Technology Conference
- * Focus Group for the National Institute for Adult Learning Disabilities

Dr. Blake-Stalker also attended joint meetings with the Southwest, Northwest, and Northeast Resource Centers to plan and develop a state-wide New Teacher Training Manual.

The Central/Southeast Resource Center also conducted a New ABLE Teacher Training on September 11, 1993, and a follow-up on December 4, 1993. CEU's were awarded to participants.

Impact:

Housing the center at Ohio University permits access to a variety of sites for the Resource Center. This makes the materials/resources more accessible to the 29 counties served. With the hiring of the staff development field representative, more emphasis has been placed on training ABLE staff/volunteers in the field. He has travelled to eight areas to conduct workshops/trainings.

This two-prong outreach, materials/resources and staff development) not only assists directors and staff, but also reaches the ABLE students, both directly and indirectly, providing better learning opportunities.

Product or Training Developed:

Perhaps the most valuable product the Resource Center has helped to create this past year is the state-wide New ABLE Teacher Training Manual. This manual will, in accordance with State guidelines, bring all ABLE regions into alignment and ensure consistency in the training of new ABLE instructors. Another product was the development of the first Central/Southeast ABLE Resource Center newsletter, which was mailed during the summer of 1994. The Staff Development Field Representative will be developing training for our region. Since this position has only recently been filled, trainings and workshops are still under development. The Resource Center's main emphasis therefore, has been the accessibility of resources to the Central/Southeast region. To that effect, the first copy of the bibliography was mailed to ABLE Directors, in essence, placing our resources in their centers as well.

Products are Available From:

Central/Southeast ABLE Resource Center
(see address above)

Project Continuation and/or Future Implications:

With continued funding, the center looks forward to further outreach to both directors, staff, and students. With the new field representative, it is expected that the center will have an even greater impact in this region.

Conclusions/ Recommendations:

Although it seems that the center has progressed slowly in these two years, a full compliment of staff, which the center has finally acquired, has increased the momentum of the project and the center now enters into a peak of activity. Recommendations include the continued development of staff training and increasing the awareness in the region of the center and the materials/resources it provides.

Grant Recipient: Center on Education and Training for Employment (CETE), The Ohio State University

Program Name: "For the Common Good"

Grant Allocation: $40,101.00

Project Period: August 11, 1993 - September 30, 1994

Program Director:

Susan Imel
CETE
1900 Kenny Road
Columbus, Ohio 43210-1090
(614) 292-4353
Internet: imel.1@osu.edu

Purpose: "For the Common Good" was the continuation of a project begun in 1990. Its purpose was to facilitate the development of interagency linkages among educators, human services staff, employment and training personnel, community action agency staff, and other social service personnel. The six tasks described below were conducted during this phase of the project, which was carried out in conjunction with the State At-Risk Linkage Team.

* Worked with the State At-Risk Linkage Team to plan and conduct a 2-day statewide institute, "For the Common Good: Building Linkages for At-Risk Families in Ohio." The purpose of the institute, held Oct. 19 & 20, 1993, was to provide local interagency linkage teams the opportunity to develop action plans. A total of 94 individuals representing 11 teams registered for the institute. An additional 38 persons participated in the institute as either presenters, facilitators, or state tea, members.

* Planned and conducted a 1-day meeting for staff members from the Ohio Departments of Education, Human Services, Development, and Alcohol and Drug Addiction Services; Ohio Board of Regents; and Ohio Bureau of Employment Services. The purpose of the meeting, held Feb. 9, 1994, was to permit state-level staff to become personally and professionally acquainted. Fifty-three individuals attended meeting.

* Worked with the Greene County Coordination Team and the State At-Risk Linkage Team to plan and implement a follow-up activity for teams that had attended institutes in either 1990, 1991, or 1993. Held on April 27 & 28, 1994, the meeting consisted of two parts: team development activities on April 27 and team planning activities on April 28, 1994. A total of 99 persons representing 15 teams attended one or both days.

* In collaboration with the State At-Risk Linkage team, produced the publication, *A Matrix to Promote the Common Good*, that provides information on JOBS Program Ohio Funding Resources. Patterned after volume 2 of *Meeting the Challenges: Coordinating to Promote Self-Sufficiency* that provides information on JOBS program federal funding resources, this publication is designed to assist linkage teams in coordinating their JOBS programs. Six hundred and fifty copies of this publication were provided to the sponsor and to state linkage team members.

* Produced a follow-up report on activities of linkage teams that attended either the April 1990, Oct. 1991, or the Oct. 1993

institute. For the Common Good: Local Interagency Linkage Team Second Follow -up Report was developed using results of survey questionnaires to local linkage teams and state team members, information from the follow-up meetings, and other data obtained about the team activities. One hundred and twenty-five copies of this report were submitted to the sponsor and to state team members.

* Coordinated a 1-day planning retreat for state team members that was held on Sept. 27, 1994. The purpose of the meeting, which was attended by 15 state team members or their designate, was to allow state team members an opportunity to begin developing a plan for state-level activities.

Project Outcomes:

* Established 11 additional teams
* Provided support for teams formed during 1990-93 institutes
* Continued development of linkages among state-level staff
* Developed a publication, *A Matrix to Promote the Common Good*, that provides information on Ohio funding sources related to the JOBS program.
* Collected and reported follow-up data on activities on linkage teams
* Initiated long-range planning process for state team designed to develop 2-year action plan
* Disseminated project-related information through a number of activities including presentations at a variety of meetings and conferences. The follow-up report has been entered into the ERIC database.

Conclusions/ Recommendations:

The continuation of the project during this period supported three additional training activities, the development of two publications, and a state team retreat. An estimated 309 persons participated in these activities. Feedback from the three training activities reinforced the need for continuing linkage activities at both the state and local levels. The activities provided the basis for continued collaboration as well as the opportunity for networking. Despite the limitations of self-report data, the follow-up report provides the most complete written data on local linkage team activities to date. Using the data provided by local teams and state team members, it is possible to conclude that the project has facilitated the development of a number of successful local linkage teams.

Recommendations for the project include the following:

1) Continue to provide regularly scheduled activities for state staff and local linkage teams.
2) Plan and implement more institutes that will foster the formation of additional local linkage teams.
3) Develop a mentoring program that will match experienced teams with those that are forming through the institutes.
4) Plan and implement additional team development activities for the purpose of providing local teams in-depth technical assistance in a variety of areas.
5) Revise and update, *For the Common Good: A Guide for Developing Local Linkage Teams.*

6) Continue to document the project impact through regular follow-up reports that include data from local teams and state staff.
7) Fund an evaluation study of the Common Good project designed to measure its impact.
8) Fund a newsletter for state staff and local linkage team members.
9) Develop of Common Good video for the purposes of marketing and awareness building.
10) To ensure project continuity and to allow for strategic planning, secure on-going funding commitments from ODE, ODHS, and OBES in the amount of $25,000 per agency yearly.

Additional Comments: Quantifying the project activities in a final report hardly documents the impact of the Common Good project. During this funding continuation, the project reached maturity or at least adolescence. Because of invited presentations made by state staff members at three regional USDHS meetings, it received national visibility. Also, the allocation of JTPA 8% Coordination Funds for use in funding project proposed by local linkage teams gave the project a real boost. As a result, ten teams have received grants of $30,000.00 to use in developing coordination projects in their local communities. The current funding environment that calls for interagency collaboration bodes well for the linkage teams established through this project. It has been particularly gratifying to work in cooperation with a number of Ohio state staff and local practitioners in the implementation of the Common Good project activities. The project has benefitted greatly from the advice and counsel of a number of local and state-level personnel.

Grant Recipient: Owens Community College

Program Name: Peer Assistance Teams

Grant Allocation: $25,000.00

Project Period: January 1, 1994 - December 31, 1994

Program Director: Linda Stacy
Owens Community College
P.O. Box 10,000
Toledo, Ohio 43699-1947
(419) 661-7425

Purpose: The goal of this project is to provide a vehicle for continuous improvement of ABLE programs and personnel by providing programs the opportunity to identify the areas in which they would like to improve as they begin to work within the framework of the Indicators of Program Quality.

Project Outcomes: As a result of this project, a good network has been built within the members of the teams. This may ultimately, be the vehicle that leads to success of this project. During the AAACE conference in Nashville, the project director had the opportunity to meet with Harold Boone. He was responsible for implementing a similar project in Kentucky, and did some initial training for ODE here in Ohio. He has made extensive changes since the teams were first established and the teams in Ohio have evolved as well. Professor Boone feels that teams can only develop trust necessary to operate as a cohesive team, if the programs being observed are part of the team. As long as the team is an outside group, the project will always be viewed as an evaluation.

As a result, the final project involved bringing programs together regionally to work as teams in implementation of the Indicators of Program Quality. Those members who were originally chosen to be team members will become members of these larger teams. They have had additional training in such skills as team building which should be valuable to the larger group.

Impact:

The final meeting which was held in December was very successful. Invitations were sent to all ABLE programs and programs were asked to send a director/coordinator and a teacher to the training. This was necessary as teachers need to be very involved in the implementation of the quality indicators. Thirty-two programs were represented at this conference.

Those who attended have made plans to visit each others programs during the next four months and meet at the OAACE conference in April to discuss progress.

Product or Training Developed:

Training was provided for the initial team members. Much of the training was provided by Luther Hasely, a consultant who has extensive experience in implementation of teams at all levels. He provided direction for the teams and was responsible for the evolution of the project.

Products are Available From:

No products were produced as part of this project. The current materials used are the Ohio's Indicators of Program Quality and the various support pieces that have developed in training the field.

Project Continuation and/or Future Implications:

This has the potential to be a great project, but it isn't there at this point. The constant changes in the field certainly prohibited this project from moving forward at the pace desired. There is a great deal of anxiety over the quality indicators, so this project can meet a very specific need at this time.

At this point, the four regional resource centers are involved and it makes sense for them to continue this as a resource center activity. They can provide the networking opportunities necessary for this project to continue.

Conclusions/ Recommendations:

The team concept is an exciting one which deserves further consideration. It has been useful in many different situations and it can provide a vehicle for the improvement of ABLE programs. However, it will take time to get this project to a level where positive results can be seen.

Additional Comments:

This was the second year of a two year project. There were many delays in project implementation and many changes in both the team members and the project concept. Some good networking has resulted and some positive things will eventually come out of this process.

SPECIAL DEMONSTRATION AND TRAINING PROJECTS

Requests for Proposals in seven topic areas were distributed statewide during fiscal year 1994. One grant was awarded in the following categories: Workplace Literacy: Trouble Shooting for Success, ABLE Support Staff Training Workshop, Beyond Ourselves: Effective ABLE Practices Worldwide, Innovative Practices in English as a Second Language, and Cultural Diversity in the ABLE Classroom.

The Ohio Department of Education has continued its support of organized groups and coalitions of adult literacy providers to strengthen joint planning and coordination efforts. The twelve Adult Literacy Planning and Coordination grants, awarded throughout the state, have increased the overall effectiveness of the delivery of services to the adult learner.

Four Program Quality Enhancement grants were awarded to local programs expressing the need for support in developing and disseminating programs and strategies designed to improve the quality of adult basic and literacy education services. These topics include: Family Literacy Curriculum, Volunteer Literacy Programs in Community Corrections, Adult Basic and Literacy Education Transitions, and Shawnee Foxfire Network.

The total allocation for these twenty projects was $407,469.00.

Requests for Proposals (RFP's) on the Special Demonstration and Training Projects described in this section are in Attachment A.

Grant Recipient: Owens Technical College
Program Name: Workplace Literacy: Trouble Shooting for Success
Grant Allocation: $28,000.00
Project Period: January 1, 1994 - December 31, 1994
Program Director: Linda Stacy
Owens Community College
P.O. Box 10,000
Toledo, Ohio 43699-1947
(419) 661-7425

Purpose: The purpose of this project was to increase the effectiveness of ABLE programs in marketing and implementing workplace literacy programs.

Project Outcomes: Consulting services were provided for a number of programs involved at various levels in establishing workplace programs. Programs were also provided the opportunity for instructional personnel with responsibilities in workplace programs to network on a regular basis. A statewide training session was held in December. Participants had the opportunity to see some of the newest materials/tests available, discuss various workplace issues, and receive some of the latest publications in the field.

Impact: The network of workplace literacy providers is a very cohesive group. It is evident that some programs are better able to provide this service than others. As a result, those who have been successful are very willing to share materials and information. This project was successful because it went beyond the typical training session which may be successful in creating awareness, but rarely results in long term changes.

Change results from a systemic, sustained effort and this project through the consulting services and networking opportunities gave the participants the support needed to implement new ideas.

Product or Training Developed:

A general training was held designed for experienced providers and the emphasis was on new materials and methods in the field. CASAS, Workkeys, and the new national skill standards projects were presented. A professional workplace library was started.

Products are Available From:

Each of the participants was given sets of materials and the four regional resource centers will be given copies of all materials used in the training sessions.

Project Continuation and/or Future Implications:

The opportunity for workplace literacy providers to network is critical to the success of the field. Also, at a time when unemployment is low the key to reaching people is through the workplace. While some opportunities for networking exist, the key to success for this kind of project was the individual consulting provided. This provides the kind of support needed to make changes in programs.

Conclusions/ Recommendations:

Consulting should be a larger part of any project that has the goal of creating new programs or implementing new ideas. Too much time is spent on big conferences with no follow up. People need on-going support to make changes in their programs.

Additional Comments:

"This was an exciting project in which to be involved, " states program director, Linda Stacy. "It gave me time to spend with people to help them solve problems and as a result new programs were established."

Grant Recipient: Owens Community College

Program Name: Support Staff Training

Grant Allocation: $23,000.00

Project Period: January 1, 1994 - December 31, 1994

Program Director:
Linda Stacy
Owens Community College
P.O. Box 10,000
Toledo, Ohio 43699-1947
(419) 661-7425

Purpose: The purpose of this project was to improve the effectiveness of ABLE programs by providing training to support staff personnel. The training included both general customer service information, as well as ABLE specific information.

Project Outcomes: Four training programs were held in cooperation with the regional resource centers. A directory of the participants has been produced and copies have been mailed to all in attendance. Two training manuals were used for this project. One consisted of pertinent ABLE information and the other was a purchased customer service manual.

Impact: The training sessions were well received. All of the participants expressed their gratitude for the materials and the information. They were also eager to share information and it is hoped that the directories will encourage them to continue to network.

Product or Training Developed:

The training sessions included a pre-test on general ABLE information. While some people were new to the field and it was assumed that they would have limited knowledge of the field, the project staff were surprised by the limited knowledge of people who had been in the field for years. The questions on the pre-test were all addressed in the training session. The training also included information on customer service with the emphasis on telephone techniques. The final part of the training was on creating a professional appearance. Two manuals were used for this program.

Products are Available From:

Each of the four regional resource centers was given copies of all materials used in the training sessions.

Project Continuation and/or Future Implications:

As all participants expressed interest in additional training, OAACE will include sessions designed for support staff at the annual spring conference. Breakout sessions designed for this group might also be part of the regional ABLE meetings. It would also be suggested that the regional resource centers sponsor at least one activity a year for this population.

Conclusions/ Recommendations:

Very few programs have full time support staff members and many directors seem to be very unaware of other people associated with the sponsoring agency who may be a point of contact for clients. Some training of directors is needed to help them identify all people connected. Directors should also be encouraged to include support staff in staff meetings and to include them on the rosters for the regional resource centers.

Additional Comments:

This was an enthusiastic group. They are too often ignored, but have the potential to be a valuable resource if trained correctly.

Grant Recipient: Ashtabula County District Library

Program Name: Adult Literacy Planning and Coordination
Ashtabula County Literacy Coalition

Grant Allocation: $20,000.00

Project Period: January 1, 1994 - December 31, 1994

Program Director: Emily Chismar
3431 West 13th Street
Ashtabula, Ohio 44004
(216) 964-7443

Purpose: To continue to operate the Literacy Office through which the planning and coordination of all county literacy services for adults occurs. Continual PR, marketing, family literacy activities, all-county library connections, LVA tutor training and tutor-student matching, tutor development and support, on-going networking with all social service agencies, expansion of the ABLE Reading/Writing Resource Center were some of the activities which were accomplished with this grant funding. Key people: Emily Chismar, Program Dir.; Suzanne Bernardini, ABLE Dir.; Bill Tokarczyk, Ashtabula Library Dir.; John Mahan, Kent Ashtabula Dean; Kay Roller, Family Lit. Dir.; and Becky Phipps, LVS Tutor Trainer.

Project Outcomes: The Literacy Office is serving adult students from the basic skills through possible enrollment at Kent Ashtabula. The coordinator acts as the referral person who assists adult students in connecting at the level most appropriate for their needs whether it is an LVA one-on-one tutor, an ABLE learning center, classes at the Vo-Ed, or enrollment at the university. There are presently 90+ tutor-student matches, and approx. 20 trained tutors assist within the ABLE classrooms servicing several students at each site. Although fewer tutors were trained this year (40), those who completed the workshop have pretty much all become faithful and committed tutors.

Impact: The Literacy Coalition has become a viable and credible part of the county and its activities. Students know where to call for information, social service agency personnel know where to call for assistance for their clients, public school educators call for assistance for their clients, public school educators call to connect parents of their students to programs. The office/coordinator does PR, marketing, social service interaction, and coordination with all nine county libraries.

Product or Training Developed: Once again during 1994 the LVA training was adapted for use over the interactive television network (ITV). This system connects all county high schools via a fiber optic television system. Spring and fall tutor gatherings were held for tutor in-servicing and development. The Family Literacy coordinator presented a Shared Book activity. The NIE director presented new ideas on using the newspaper as an instructional tool. All tutors are invited to ABLE staff development meetings.

Products are Available From: NA

Project Continuation and/or Future Implications:

This project is on-going as the Literacy Office is alive and well serving Ashtabula County residents. We promote life-long learning throughout the county and we intend to keep bolstering the economic growth and assisting families toward a better quality of life.

Conclusions/ Recommendations:

We are trying more and more to encourage basic literacy students to get moving and to get off the welfare rolls and into the workforce. We also work very closely with Head Start to develop stronger ties with their families and to attempt to redirect thinking and attitudes toward the concept of life-long learning.

Additional Comments:

The Ashtabula County Literacy Coalition is a true collaborative venture, quite unique we're told. It's wonderful to experience such a degree of cooperative leadership that manifests into real help for those adults who come seeking direction and assistance.

Grant Recipient: Canton City Schools

Program Name: Adult Literacy Planning and Coordination Inter-Agency Linkages/Serving At-Risk Families

Grant Allocation: $6,990.00

Project Period: January 1, 1994 - December 31, 1994

Program Director:
John W. Pieper
Canton City Schools
Wells Administration Building
617 McKinley Avenue, S.W.
Canton, Ohio 44707
(216) 438-2555

Purpose: To establish an inter-agency coalition, abroad based community action team (CAT) to better meet the needs of at-risk families.

Project Outcomes: Thirty-eight agencies were identified and agreed to participate in the project. The Oct. meeting set the stage for two primary objectives to emerge: to develop a common referral form and to prepare a directory that would give information about each agency, including names of contact persons. The directories were to be designed to include brochures and publicity materials from each agency. The December meeting provided a forum for prioritizing networking needs for disseminating information about other efforts in the community to develop collaboratives, and for determining that the effort initiated by Canton City Schools should continue.

Impact:

All those who participated in the project gave very positive evaluations that indicated the need for continued personal contacts through regular meetings, as well as more access to information via computer hook-ups to centralized data banks. All agreed that clients will be better served as a result of these collaboratives, and that there will be less duplication of services.

Product or Training Developed:

A Community Action Team notebook which consists of a pocket folder page for each participating agency was developed. Brochures from each agency were inserted in the pockets. Each agency and each ABLE teacher received a notebook. A common referral form was developed. Several agencies indicated an interest in doing cross-training for staff.

Products are Available From:

Thelma Slater
Canton City Schools
627 McKinley Avenue S.W., Room 208
Canton, Ohio 44707

Project Continuation and/or Future Implications:

At the final meeting the group decided to continue meeting in 1995. A meeting with Family Council on January 31, 1995, will determine which priorities can be met by participation in this organization. In addition, all CAT team members will be invited to participate in the monthly roundtable discussions held at the local OBES Customer Service Center.

Conclusions/ ***Recommendations:***

Many agencies in our community are interested in collaboration. The team feels that it has a strong impetus to bring agencies together; however, true collaboration takes time. The team would like to continue to meet and to support the efforts of Family Council and OBES. This process is recommended to any ABLE program interested in establishing closer linkages with the community.

Additional Comments:

"We have had many positive comments regarding the meetings and the notebooks. We are confident that many agencies have a much greater awareness of Canton City Schools ABLE services. We are confident our teachers will find the notebooks of tremendous help in making referrals of ABLE students to community services."

Grant Recipient: Clark County Literacy Coalition

Program Name: Adult Literacy Planning and Coordination

Grant Allocation: $20,000.00

Project Period: January 1, 1994 - December 31, 1994

Program Director:
Marsha Randall
Clark County Literacy Coalition
Warder Literacy Center
137 E. High Street
Springfield, Ohio 45502
(513) 323-8617

Purpose: To create Life Skills module for low level adult readers; to utilize a community advisory group for improving the delivery of literacy services to meet students needs; to train 50 new tutors and hold 2 in-services based on their needs; to publish an ABLE workplace brochure and to generate additional funding for 1995.

Project Outcomes:

Life Skills Module: Review of educational materials on essential life skills for low level adults and publication of Functional Reading Skills. Twenty-two tutors and ABLE providers were trained in the first life skills module training session, and now it is incorporated into all tutor training workshops.

Social Agency Linkage Team: Monthly meetings were started with the new linkage team to improve the delivery of ABLE and other services in the county. A common referral and release form was developed to expedite referrals and follow up practices by referring agencies to ABLE providers and vice-versa. Cross trainings and in-services for ABLE staff and community service agencies began in September 1994 and will take place bi-monthly through 1995.

Tutor Training: Ten tutor training workshops were scheduled, and a total of sixty-seven tutors were trained in the basic adult reading methods, critical thinking and functional literacy. Several feature articles appeared in the Springfield News Sun highlighting students and tutors, along with announcements of training workshops. Partners in Literacy newsletter published and distributed; 96 students were referred through provider agencies and matched with trained tutors; over 6,027 volunteer hours were recorded.

Staff Development, In-Service Trainings and Support: Based on needs assessment and recommendations of advisory group, consultants conducted workshops on goal setting, learning disabilities, stress management, learning styles and working with the mentally impaired. Seventy-two tutors, ABLE staff members and project staff were trained in these workshops.

Public Awareness and Fund Raising: The coalition increased its financial resources by $19,500 beyond this grant. A workplace literacy flyer was developed and approximately 500 were distributed to local industry.

Impact:

A needs assessment was developed and sent to over 100 tutors with a 35% response rate. Six areas of interest were identified and 5 in service workshops were held. Evaluations served to identify areas for improvement and plans for future activities. Sixty-seven new tutors were trained for the year and

	over 70 tutors and staff members participated in the in-service workshops. A workplace literacy flyer was distributed to enhance public awareness.
Product or Training Developed:	Life Skills module, Social Agency Linkage Team, Community Awareness Campaign, workplace literacy flyer, newsletters, tutor needs assessment, updated and complete booklist of resources available.
Products are Available From:	Products are available from the Warder Literacy Center, address given above.
Project Continuation and/or Future Implications:	The projects and products of this grant will remain in place following the grant period. The Social Agency Linkage Team will continue to meet monthly and plans are in process for further development and collaboration.
Conclusions/ Recommendations:	The Clark County Literacy Coalition continues to provide essential literacy services to the community through our ABLE providers. The Planning and Coordination Grant has allowed the expansion of these services and the beginning of integration of information and collaboration among social service agencies and ABLE providers. Students, tutors and the community benefit when these agencies work together. For these reasons, it is recommended that state funding for activities and purposes be continued.
Additional Comments:	None

Grant Recipient: Findlay City Schools

Program Name: Adult Literacy Planning and Coordination

Grant Allocation: $15,390.00

Project Period: January 1, 1994 - December 31, 1994

Program Director:
Ned J. Pahl
Findlay City Schools
1200 Broad Avenue
Findlay, Ohio 45840
(419) 425-8256

Purpose: To fund the development of a partnership of city, county, and state service agencies to help reduce the duplication of services and provide easier access to anyone in the area in need of these services. Five key players have met almost on a weekly basis and are skill holding weekly meetings to fulfill the dream of a one-stop shop in this area of the state. The project is not complete, but the team has presented its proposal to both individuals and groups, and at this point the team is still looking for financial backing and start-up funds. The Hancock County Commissioners have been extremely supportive and offered to build a new building financed through a 23 year bond. Using another grant, the teams has gone forward with the hiring of an architect and a case manager to pilot the concept. The majority of this grant was used to hire a marketing firm to do P.R. and help the committee develop a business plan. The name of our organization is called "Career Link".

Project Outcomes: Documentation of the team's activities are included in the full report. County

Commissioners will donate land adjacent to the new Human Services Building. If timing is good, the County Engineering Department will donate equipment to grade and prepare parking lot for 200 cars. Much effort and in-kind donations have been provided by all of the committee organizations.

Impact: PIC, OBES, Department of Human Services (JOBS), Findlay City School Board of Education have all endorsed the concept. Many, if not all, of the social service agencies are starting to rethink how their services are delivered. Career Link is alive and well- we only need money.

Product or Training Developed:

Interagency Agreement
Release of Information
Brochure
Newsletter is forthcoming

Products are Available From:

Ned J. Pahl
(address above)

Project Continuation and/or Future Implications: The team intends to continue the project. The original group is still intact and very anxious about seeing it through to completion. The next approach is to seek grants from local companies and hopefully, get other organizations to locate in the same building to help pay some of the cost.

Conclusions/ Recommendations: Our recommendation would be that, as other committees are formed, it should be made perfectly clear this concept will not happen overnight.

Grant Recipient: Gallia-Jackson-Vinton JVSD

Program Name: Adult Literacy Planning and Coordination

Grant Allocation: $20,000.00

Project Period: January 1, 1994 - December 31, 1994

Program Director:
Lili Roush/Michael McPherson
Gallia-Jackson-Vinton JVSD
P.O. Box 157
Rio Grande, Ohio 45674
(614) 245-5334
1-800-723-2447

Purpose: 1) To strengthen the Gallia, Jackson, Vinton Linkage and Coordination Team/Literacy Coalition increasing the delivery and combined service capacity within the three county area; 2) to facilitate further joint planning, increase coordination efforts among area programs, strengthening leadership roles within local community service providers; 3) to continue to provide a forum for area service providers to work collectively to identify unmet adult literacy need, secure resources to address those needs, and to evaluate the effectiveness of these activities to reach and serve more adults in need; and 4) to promote public awareness of adult literacy needs, develop and support a service network information and referral system, sponsor and conduct bi-monthly "Service Provider Fairs."

Project Outcomes: Provided 12 monthly meetings for Linkage & Coordination & Literacy Coalition purposes. Conducted "Service Provider Fairs", and co-sponsored the Pre-Economic Uplift Summit; developed a computerized data base program with information concerning local and regional service providers; worked successfully to co-sponsor a "For the Common Good" grant that will allow 10 new computers, with communication software to interact with our computer to increase the I & R Network started with this grant; established a 1-800 number to be used by Linkage & Coordination Team/Literacy Coalition members or other service providers for resource and referral information; developed a public awareness program utilizing radio spots, newspaper articles, and other printed material and speaker presentations. Names and titles of key people involved in this projects are contained in the full report.

Impact: An estimated 10,000+ individuals have been provided with services through one or more of the 20 agencies representing over 30 programs in this rural Appalachian three county area. A public forum has been developed and continued that has/will enable the group to identify and deal with a wide range of community needs. The computerized "I & R Network" has grown from one computer with communication capability to fourteen computers in different locations that has the potential to allow for one stop service center capabilities in a rural area. At least 15 interagency agreements have been developed by and between Linkage & Coordination Team/Literacy Coalition member agencies.

Product or Training Developed: Computerized "Information and Referral Network" with communication capability and "Paradox" data base form developed.

Products are Available From:

Lili Roush or Michael McPherson
at address above

Project Continuation and/or Future Implications:

The project will continue, funding has been obtained through December 1995. Service Provider Agencies and Literacy Volunteers will continue to work diligently to ensure the continued operation of this project. Other funding sources will be utilized when available and appropriate.

Conclusions/ Recommendations:

1) That funding through the ODE has allowed the three county Appalachian rural area to utilize technology for the transfer of information and the referral of services to our clients, and to maximize services. This type of funding is a valuable asset and we would encourage the continuation of this effort. 2) Do not base you total workforce for a grant on volunteer assistance. Volunteers are wonderful; however, other obligations can and do keep them from providing the commitment needed for an extended project.

Additional Comments:

None

Grant Recipient: The Literacy Initiative

Program Name: Adult Literacy Planning and Coordination

Grant Allocation: $25,000.00

Project Period: January 1, 1994 - December 31, 1994

Program Director:
Jill Barrett-Brooks
The Literacy Initiative
99 N. Front Street, Room 4
Columbus, Ohio 43215
(614) 645-7862

Purpose: The project focused on joint planning and coordination community-wide to increase awareness and the visibility of adult literacy issues; to recruit volunteers for local adult literacy programs; to support existing literacy organizations; and promote and assist new programs. Edith Poling is the Project Director.

One of the initial activities impacting the focus and direction for literacy in our community was the development of TLI's three-year business plan. The abbreviated three-year plan overview is in the full report. The mission of this plan is to mobilize corporate Columbus and community resources toward achieving greater literacy in Columbus.

The major focus for the grant centered on increasing public awareness for adult literacy which in turn would result in increased participation by the corporate community and enhanced recruitment of volunteers. TLI has been successful in placing the issue of adult literacy in the public spotlight in a consistent manner. In 1994 there were four major events which heightened awareness regarding adult literacy. Each activity resulted in the production of Public Service Announcements(PSA's) for television and radio as well as newspaper and magazine articles, flyers, posters and signs.

Through participation with Cafe Glitz, a core group of community leaders (CEO's) have been identified to serve in an advisory capacity to TLI. As a result, a number of CEO's have come forth to incorporate basic skills programs within their own companies over the next two years in an effort to enhance the competitiveness of their workforce.

Through public awareness efforts, the Read-Hotline provided information to more than 400 potential volunteers and made referrals to the local literacy programs. In addition, there were more than 200 students referred, and TLI responded to numerous requests for general information. Material was also provided to community organizations and individuals requesting information. An electronic mail system was facilitated and equipment provided to adult literacy programs. TLI met with and assisted two new community literacy programs during their developmental stages.

Project Outcomes:

I. Community Awareness: 1994 activities, which will be on-going in 1995 and beyond, include:

1) Planning, development and implementation of "Cafe Glitz", a major community event attended by over 1,500

people. More than 40 companies contributed funds in excess of $1,000 each in support of this event and netted approx. $64,000 for community literacy programs.

2) The third annual "Great Grown-Up Spelling Bee" is a yearly event which raises awareness and develops resources for adult literacy programs. TLI realized over $20,000 for community literacy programs during the 1994 "Bee."

3) The Blue Ribbon Campaign was a major awareness effort which resulted in 49 airings of a PSA which promoted adult literacy. Over 5,000 flyers and posters were distributed.

4) The fourth annual Warner Cable Campaign for Adult Literacy raised $22,500 for adult literacy programs and provided significant community awareness.

5) Other events are included in the full report.

II. Resource Development:
Since September 1992, $225,625.98 has been granted to adult literacy programs by TLI; $55,000 in July 1995. TLI also secured and provided used computers to three literacy agencies and modems to 10 additional agencies. Staff members continued to work with the literacy agencies to facilitate the use of an electronic mail system. It is TLI's goal to make electronic mail available to all literacy programs.

III. Community Planning/Research:
The Literacy Initiative built upon the Strategic Plan which was completed in April of 1993, and in 1994 developed and approved a comprehensive three-year business plan to meet future needs in our community. This comprehensive plan takes into account supporting research which

indicates that many of the adults needing literacy services are presently employed. Under the new plan, TLI will expand its services in 1995 to include a train-the trainer workplace literacy system. Through cooperation with the literacy providers in Greater Columbus and a local corporation, Illiteracy and the Future of Your Company was developed to be used with corporations for support and participation in literacy efforts.

IV. Recruitment and Coordination:
TLI has served the community as a coordinating agency and an information and referral resource through various community activities and most importantly through the Read-Hotline. In 1994, the hotline provided service to more than 700 individuals. The goal of referring 400 volunteers was met. In 1994, TLI provided, free of charge, training and modems to local literacy service agencies as a means of communicating through an automated network system called Lit-Mail. Lit-Mail provides information regarding funding opportunities, literacy workshops, information on innovative teaching strategies, and on-going updates on important literacy issues.

V. Community Outreach:
TLI met with and assisted two new community literacy programs during their developmental stages. TLI was the host site for a visiting professional from Cyprus who was in the U.S. to study education practices.

Impact:

1) A system for awarding grants to local literacy agencies is in place and in 1994 grants were presented to nine literacy agencies (totalling $55,000) to strengthen

programs. 2) Four, highly visible, yearly events to promote literacy awareness. 3) The local service providers continue to work toward developing mutually acceptable standards for adult literacy programs. 4) A three-year business plan has been cooperatively developed. 5) Ten agencies are connected through an E-Mail system which will facilitate the quick transfer of information. 6) The Franklinton Learning Center has spun off on its own and is providing adult and family literacy activities. 7) Six local businesses have committed to starting a basic skills program on-site during the next two years. 8) A movie theatre slide has been produced to recruit volunteers and students. 9) Hundreds of thousands of people in the Greater Columbus area viewed or received information about adult literacy. 10) An increase in the number of companies participating in adult literacy at various levels, and 11) a well-known celebrity has agreed to be the literacy spokesperson for our community.

Product or Training Developed:

1. A Three-Year Plan
2. A promotion document, Illiteracy and the Future of Columbus
3. A movie theatre slide for recruitment of volunteers and students
4. A major community-wide fundraiser has been institutionalized
5. An electronic mail system connected to all literacy agencies

Products are Available From:

The Literacy Initiative
(address above)

Project Continuation and/or Future Implications:

The major events for public awareness have been institutionalized and will continue on a yearly basis. A great deal was learned from the first Cafe Glitz. A significant increase in literacy awareness and resources is anticipated from future events. TLI will have major responsibility for the Great Grown-Up Spelling Bee, which was previously coordinated by Olsten Staffing Services and the Columbus Dispatch. TLI anticipates continued and expanded corporate support from local companies interested in participating in the workplace project. A grant has been submitted and received from ODE for 1995 which will assist TLI to continue working with the literacy service providers and other groups and/or organizations with an interest in adult literacy.

Conclusions/ Recommendations:

This was a year of many changes for TLI. There is a new board structure and new board leadership, with exciting things planned for the future. For the first time TLI now has staff support. For much of last year there were only two people in the office. In August we were able to hire an administrative secretary/receptionist. In September a new Hotline Manager was hired. Plans are underway to hire a Systems Services Coordinator for the workplace project in the first quarter of 1995.

Recommendations:

*continue to identify specific funding for coordinating agencies

*support the development of a statewide group of coordinating program directors so that we can exchange information and share ideas and resources
*develop coordinated marketing statewide

Additional Comments: Two of the TLI staff moved on to other positions in the literacy community. Laura Whitcher is now Executive Director of the Franklinton Learning Center and Rick McIntosh is Coordinator of the Southeast ABLE Regional Resource Center. TLI is proud of their accomplishments and the fact that it provided a basis for upward promotion in the literacy field.

TLI appreciates the opportunity to be a part of the ABLE grant process. This grant has made it possible to concentrate on the coordination of activities. The ODE staff has been extremely helpful and supportive.

Grant Recipient: Literacy Network of Greater Cincinnati

Program Name: Adult Literacy Planning and Coordination

Grant Allocation: $20,000.00

Project Period: January 1, 1994 - December 31, 1994

Program Director: Nona Stricker, Executive Director
Literacy Network of Greater Cincinnati
635 W. 7th Street, Suite 207
Cincinnati, Ohio 45203
(513) 621-7323

Purpose: The project outcomes focused upon include: 1) strengthening planning and coordinating processes by adding two agency members and publishing an agency evaluation manual for members on meeting Ohio Program Quality Indicators; 2) improving leadership, joint planning and coordination skills among state managers by making available its agency evaluation manual and publishing descriptive brochures on two awareness/fund raising strategies; 3) identifying unmet adult literacy needs and providing resources to meet those needs by installing Time to Read at two additional sites, supplying new books for students, seeking funding for a Family Dyslexia Center, and maintaining a pilot dyslexia program; and 4) continuing services to the LNGC service providers by providing an on-going tutor training program, publishing a tutor reference manual, conducting a multi-faceted awareness campaign, and recruiting, training and placing additional tutors.

Project Outcomes:	*Four agencies became members of LNGC *33 page manual, "Indicators of Program Quality" was field tested and revised, will be available for distribution in January, 1995 *Brochures describing the LNGC/Rotary Club community involvement model and the Scripps Howard Spelling Bee fund raising model are available for distribution as of 12/31/94 *Five provider meetings *Distribution of 2300 books obtained from the Cincinnati Post to provider members and students *Funds to open a Family Dyslexia Center were not obtained from UW &CC; a new funding effort has been initiated through a Cincinnati business community advisory committee *Scottish Rite dyslexia learning center continues to operate at North Fairmont C.C. *Tutors attended training sessions - Orientation - 19, Writing - 5, Basic Tutor Training - 94, Time to Read - 54 *The Time Warner New Install Campaign doubled the number of volunteers calling in to become tutors (100 recruits) *377 contacts with tutors, 172 trained, 68 placed
Impact:	Summary evaluation tallies of the LNGC workshops conducted by the Tutor Training Coordinator are part of the full report. See above for more details
Product or Training Developed:	1. Indicators of Program Quality Reference Manual 2. Sample packet containing Scripps Howard Spelling Bee information brochures, script for Recognition Dinner

3. Sample packet containing Rotary Literacy Ambassadors to Business (LAB) video, presentation script, slide masters
4. Sample packet containing Profits & Productivity Handbook, and Profit and Productivity Through Training agenda and brochure (OBES)

Products are Available From: Nona Stricker, Executive Director (see address above)

Project Continuation and/or Future Implications: The project has been approved for funding in FY 1995 by the Ohio Department of Education. New initiatives include formation of Collaboration Team to recommend/implement three strategies for improved coordination and the seeking of alternative funding through the corporate community for a family dyslexia center.

Conclusions/ Recommendations: This project continues to provide an essential literacy service in the greater Cincinnati area. Its activities have increased the number of trained tutors available to its provider members, provided an essential link between potential students and providers, obtained a variety of untapped resources for literacy, and made the area public keenly aware of the literacy problem. Funding of the literacy office itself continues to be a problem, diverting valuable staff time from literacy advocacy, training, and information and referral to fundraising - just to keep the office open. Therefore, it is recommended that state funding be continued and expanded in future years.

Grant Recipient: Maplewood Area Joint Vocational School

Program Name: Adult Literacy Planning and Coordination
Portage County Literacy Coalition

Grant Allocation: $20,000.00

Project Period: January 1, 1994 - December 31, 1994

Program Director: Helen Jane Wilson
Maplewood Area JVS
7075 St. Rt. 88
Ravenna, Ohio 44266
(216) 296-2892

Purpose: To increase student enrollment in Portage County literacy programs by assisting prospective students with identifying and removing barriers to participation; to increase the yield of GED test takers from all students who are eligible for and apply to take the GED test; and to increase awareness of literacy issues in the general community and promote interagency communication about literacy services using alternative media methods.

Project Outcomes:

* 307 total prospective students reported
* 183 (60%) total prospective students contacted
* 49 (36%) prospective students contacted have enrolled
* 112 students received GED waiver form and were eligible to take the GED test
* 63 (56%) of GED applicants were contacted
* 33 (52%) of those contacted have taken GED test
* 30 (48%) of those contacted have not taken GED/mailed application

* Four newsletters were produced (quarterly), 500 copies were distributed.
* Production of public awareness video; shown at variety of events.

Impact:

How contact influenced the students' decision to participate/enroll was provided on the Entry Survey Forms used to register all students. All students contacted reported the positive influence of the intake counselor. Feedback from the counselor is summarized in GED Follow-up Summary provided in the full report.

The PCLC received six new monetary donations from businesses and community members.

Students expressed excitement about seeing their writings in the newsletters; the mailing list grows as demands for the newsletters increase.

A high quality videotape has been produced; feedback has been positive.

Product or Training Developed:

Four newsletters; video tape

Products are Available From:

Helen Jane Wilson
(address above)
The mailing list for the newsletter is updated quarterly and welcomes new subscribers.

Project Continuation and/or Future Implications:

The secretary continues to take referral calls and has been trained to give necessary information about literacy services; a career contact counselor has been hired under the 1995 Demonstration Grant project to assist the GED students with furthering their education; the newsletter will continue and plans are underway to publish a book of student writings in the summer of 1995; and the video tape will be shown at future events.

Conclusions/ Recommendations:

The project has done very well to inform all areas of the community of what services are provided. The project has demonstrated the caring assistance and support the coalition can provide in order to remove barriers for the potential participants and GED applicants. The project is important to the PCLC as it addresses the needs of the PCLC that were identified during the strategic planning process.

It continues to be very difficult to involve the Kent City Schools ABLE Program in the activities of the PCLC and the planning and coordination projects. Every effort has been made to enlist their support, participation and cooperation with little or no response. the Kent ABLE program should once again be a part of the Maplewood JVS ABLE program where growth can continue with a cost effective program that helps adults to help themselves become employable, productive and responsible citizens.

Additional Comments:

None

Grant Recipient: Ohio Literacy Network

Program Name: Adult Literacy Planning and Coordination Ohio Literacy Network Information and Referral Hotline

Grant Allocation: $20,000.00

Project Period: January 1, 1994 - December 31, 1994

Program Director:
Karen Scheid
Ohio Literacy Network
1500 West Lane Avenue
Columbus, Ohio 43221
(614) 486-7757

Purpose: The Information and Referral project of the Ohio Literacy Network (OLN) was funded to expand volunteer and adult learner recruitment efforts through public awareness initiatives; to collect and make available resource information that assists programs in local communities establish and expand literacy services; to identify programs currently offering literacy services throughout Ohio; and to promote collaboration among literacy providers in an effort to leverage the limited resources that have been earmarked for adult literacy.

Project Outcomes:

* Promotion of the hotline number through press releases, television& radio public service announcements, and special promotions; production and release of new set of cartoon ads produced by syndicated Ohio-based cartoonists; donation of over $150,000 of free newspaper advertising space to the running of the first two series of ads released in 1992 & 93

* Maintenance of files and database of resource information which serve as source

of background information for press releases and articles that OLN produces for the quarterly newsletter, *The Literacy Communicator*, and monthly newsletter, *OLN Member/News*.

* Collection of information for use in updating the 1993-94 version of the Directory of Adult Literacy Programs in the State of Ohio; collection of information about available family literacy programs in the state.

Impact:

During 1994, 760 inquiries were made to the information and referral services. Forty-two percent of these calls were from individuals desiring to volunteer in a local literacy program; 38% from adults seeking information about enrolling in programs; and the remaining 20% of calls were resource related. The 1994 call volume increased 67% over 1993 levels.

The 1993-94 version of the Directory of Adult Literacy Programs in the State of Ohio continued to be made available as a referral tool to local literacy programs, libraries, OBES employment offices, correction facilities, and a variety of social service agencies around the state.

OLN staff worked with OBES to design a survey form to be distributed to employers to collect further information about workplace programs. OBES has responsibility for printing and distributing the form. When the information is collected, it will be compiled into a directory format.

Product or Training Developed: Directory of Adult Literacy Programs in Ohio; cartoon ads that, with permission, may be used on local programs for promotional materials; press releases; and PSA's

Products are Available From: Karen Scheid (see address above)

Project Continuation and/or Future Implications: An application for continued funding for the hotline through 1995 has been approved by ODE. The Ohio Electric Utility Institute has once again pledged $6,000 for use to support the hotline during the upcoming year.

Conclusions/ Recommendations: Due to the promotional mix that we continue to pursue, calls to the hotline have steadily increased and are becoming less dependent on any one form of promotion. It goes without saying that the more resources that can be brought to bear on promotion, the more calls that will be generated. The OLN will continue to seek funds from foundations and other private sources to increase call volume and pursue additional literacy program information collection initiatives that contribute to coordination and collaboration.

Additional Comments: This project represents a good example of public and private collaboration. The Special Demonstration and Training Grant provides the major funding source for the project, but direct and inkind contributions from the private sector such as the $6,000 grant from the Ohio Electric Utility Institute, enrich and expand the impact of the project.

Grant Recipient:	Project READ, c/o Sinclair Community College
Program Name:	Adult Literacy Planning and Coordination Project READ
Grant Allocation:	$20,000.00
Project Period:	January 1, 1994 - December 31, 1994
Program Director:	Karla Hibbert-Jones, Executive Director, Project READ c/o Sinclair Community College 444 West Third Street Dayton, Ohio 45402-1460 (513) 449-5123
Purpose:	To support literacy providers through joint planning and coordination efforts; to increase the overall effectiveness of the delivery of literacy services in the Dayton area. Key people: Mark Willis, President and Karla Hibbert-Jones, Director.
Project Outcomes:	1) An effective forum for literacy providers and other concerned parties to share information and work together on literacy efforts. 2) A telephone Helpline provides information and referral. 3) Development of resources to meet the needs of adults with learning disabilities. 4) Project READ organized 4 literacy providers to collaborate in providing services in Dayton at the Good Neighbor House, a project of the Urban Ministry of the Seventh Day Adventists. 5) Through the efforts of the coalition's VISTA Volunteer, Deborah Newton, two adult literacy students have been identified

to serve on the marketing committee and coalition.

6) an updated list of area classes for students and volunteers shared with local JOBS program, JTPA and several other organizations interested in making referrals for their clients, including the OLN.

7) Development of resources to support Project READ's operating budget.

8) Four new members joined the coalition.

9) Coordination of 2 meetings of the Mayor's Commission on Adult Literacy.

10) In conjunction with the Dept. of Labor, OBES, the Mayor's Commission, and Coalition members, began planning a Workforce Basics Seminar for area businesses.

11) One workplace literacy training program for facilitators held; one planned.

12) Several meetings of ESL providers were held to begin networking & joint planning.

13) Facilitated the implementation of the Gateway Grant by working with the Housing Authority and several literacy providers.

14) Initiated a program where coupons for free Subway sandwiches are provided to low level readers that meet short-term goals.

15) Development of the role of "Learner Advisor" for ABLE programs to employ to improve student retention rate.

16) Meetings were held with representatives of several correctional facilities to develop a literacy and GED program at the Montgomery County Jail.

17) Involvement of businesses in recruiting volunteers and students through signs on public transit and the "Food for Thought" campaign, where area restaurants displayed table tents.

18) Participation in Self-Sufficiency meetings.
19) An evaluation of the satisfaction level of coalition members was conducted.

Impact:

* An effective forum resulted in a stronger coalition with increased membership and involvement; literacy providers increased their knowledge about other people and resources in the community.
* An effective Helpline service allowed us to respond to 366 Helpline callers in 1994. This reduces the need for individual organizations to expend resources on their own recruiting and marketing campaigns.
* A learning style assessment, developed a couple of years ago by coalition members, was improved. A reading comprehensive component was added, and people from four organizations were trained to use the learning style kit.
* The joint services to be offered next year to the public at no cost at the Good Neighbor House are more comprehensive than any one organization could have provided.
* Students in significant, active roles will have influence and decision making power concerning coalition activities, particularly in the marketing plan. Students' first-hand input is expected to improve our marketing activities and to help us reach more of our target audience.
* The distribution of "up-to date listings" of resources allows more organizations to make appropriate referrals for their clients on a regular basis.
* Sufficient operating funds allow Project READ to concentrate more on collaborative efforts and less on fund-raising activities.
* New coalition members add diversity, ensuring that literacy providers can

collectively meet all the special needs of adult literacy students.
* The Mayor's Commission on Adult Literacy provides increased communication and understanding among businesses and providers. It also helps raise awareness and support of literacy issues.
* Communication and networking among organizations; the seminar, to be held in March 1995, is expected to educate 100 business representatives concerning the design and implementation of basic skills enhancement programs.
* Increased knowledge of workforce literacy issues among instructors and directors.
* The ESL providers gained more information about each others programs and improved the referral process among themselves; this resulted in a decrease in the waiting list.
* Through a new staffing agreement, the Gateway Grant was implemented and served students in a public housing complex.
* the Subway Initiative Program provided some students with a small reward for accomplishing their goal.
* The impact will be assessed in 1995 through a demonstration project awarded to Project READ members, the Miami Valley Literacy Council and the Miami Valley Career Technology Center.
* The meetings concerning development of a literacy program in the Montgomery Co. Jail generated enough interest to attempt to find funding for this project in 1995.
* The general community gained greater awareness of literacy through projects implemented through the business community.
* Involvement in the Self-Sufficiency Task Force led to planning a public awareness

campaign to decrease the stigma associated with having poor basic skills.
* The leadership of the Coalition has feedback from its members about its strengths and weaknesses; an evaluation tool for future use by this and other interested coalitions.

Product or Training Developed:

1. Tool to evaluate the effectiveness of Coalition activities
2. Learning Style Assessment with a comprehensive component
3. Table tents and posters used to recruit volunteers and students in "Food For Thought" campaign and on public transit.
4. Public Awareness plan
5. Updated lists of all free programs in 3 county area
6. Project READ Annual Report

Products are Available From:

Project READ
Karla Hibbert-Jones
(address above)
E-mail: khjones@lear.sinclair.edu

Project Continuation and/or Future Implications:

The grant provided the coalition with one third of its operating budget and made it possible for coalition leadership to secure other resources to support coalition activities. The coalition is critical to strengthening the efforts of ABLE providers. The ODE is commended for recognizing this and funding coalition activities.

Conclusions/ Recommendations:

Coalition activities need to be continued to assist literacy providers to develop solutions to their common problems and increase their service capacity and effectiveness.

Grant Recipient:

Learning Organizations in Community, Inc.
(LOCI)
(Formerly The Workforce Basics
Consortium)

Program Name:

Adult Literacy Planning and Coordination
Enhance Workplace Learning

Grant Allocation:

$20,000.00

Project Period:

January 1, 1994 - December 31, 1994

Program Director:

Meg Freeling
LOCI
1445 Broadview Ave.
Columbus, Ohio 43212

Purpose:

This process helps a work organization build a learning infrastructure that 1) establishes learning as a core business function, and 2) enables the organizations and its employees to continually design and manage their own learning, using both internal and external resources.

LOCI has worked with a medium-sized construction company to pilot a process for empowering employees to assess, design and implement their own comprehensive learning program, using both internal and outside instructional resources. The Learning Design Team began meeting in June and met every two weeks following a four-phase process:

Project Outcomes:

A. Created enthusiasm for learning - 88% of the company's 126 employees volunteered to participate in the learning program.
B. Created a comprehensive learning program - full participation in the learning

program involves the employee-learner in 100 hours of learning activities during the 12-week period of the first learning cycle.

C. A tailored program to fit the people at Performance Excavating Co. - no tests; slower pace options; cooperative team learning; opportunities for self-initiative when ready; direct relevance to their jobs and lives; straight talk from people they respect; long-term commitment to learning by the company; and learning relationships that carry over into job settings.

D. Investment in quality - the CEO has invested 25% of his time in the Learning Design Team activities and the company has spent over $100,000 to develop the learning program in 1994.

E. Identified good resources - the Learning Team researched and interviewed 7 adult education service providers and 6 industry-specific training resources before selecting and orienting instructors and materials for their planned learning activities.

Impact:

The 88% response rate to this voluntary learning program is a key indicator to the Learning Design Team that their program design efforts are on target. Evaluation of the 1st cycle of learning activities will be compiled at the completion of the winter quarter learning activities. This data will be used to plan the second learning cycle scheduled for winter 1996.

Product or Training Developed:

Dissemination of this model for enhancing workplace learning will happen slowly and carefully. LOCI will implement the Learning Design Team process in two additional organizations in 1995.

Presentations will be made to company leaders and others involved in improving workplace learning opportunities. In 1996, LOCI representatives will coach a few other individuals and groups to play the LOCI function of a neutral, whole-systems facilitator. Meanwhile, there are plans to write several short articles on this process.

Products are Available From:

Articles on this process can be ordered after April 1, 1995, from LOCI (address above).

Project Continuation and/or Future Implications:

This project was originally proposed as an 18-month process. It will end up being a 2-year process. The second learning cycle will go through the winter of 1996. At that point, the Learning Design Team will have become an ongoing infrastructure for learning that can assess, design, implement and monitor the company's learning in a way that keeps it aligned with both front line needs and business goals and strategies.

Conclusions/ Recommendations:

This project demonstrates the capacity of people, working together from all levels of an organization, to design its own learning program, given the appropriate conditions, support and encouragement. It also makes learning a core business strategy that can help the company grow. This means the company can create new jobs, and the people who fill those jobs will receive quality training.

1. This kind of program must enter the company through the door of the CEO.

2. Find a small to medium-sized company that does not have a pre-existing learning infrastructure in place.
3. There needs to be an individual or group that can play the function of a neutral, whole-systems facilitator who can a) help the company design its own comprehensive learning program, b) link them to local resources, and c) help them train their own people to train.

Additional Comments: Unique features of this Enhanced Workplace Learning Process:

* creates an internal structure for learning that can receive both learners and instructors
* driven by the user
* starts from the whole
* learning includes more than classes
* Learning Design Team models team learning
* Learning Design Team stays in control of its own learning program
* learning facilitators don't come into an educational vacuum
* flexibility, responsiveness, accountability, and personal initiative

providing effective training, and follow-up support for our volunteer tutors. Efforts will be enhanced to maintain a link with students to encourage completion of their educational goals and entrance into a GED preparation program.

Conclusions/ Recommendations: The literacy component is a strong and integral part of the local ABLE program, providing the individual assistance our low-level readers need in order to progress successfully to the next level in ABLE. We will continue to improve the quality of our literacy component, interaction between other regional literacy tutor programs, sharing ideas and strategies which have proven effective. Since changing legislation and requirements are being directed to social agencies, ongoing communications and joint coordination are essential to maintain an effective program to meet the needs of the targeted population in the county.

Additional Comments: Our local advisory board, made up of representatives from businesses and social agencies, provides the program with guidance and support within our community. We are continually updating and strengthening our literacy program in order to effectively meet the needs of area readers.

Grant Recipient: Ohio State University Research Foundation
Center on Education and Training for Employment

Program Name: Beyond Ourselves: ABLE Practices Worldwide

Grant Allocation: $23,000.00

Project Period: January 1, 1994 - December 31, 1994; extension granted through May 31, 1995

Program Director: Susan Imel
1900 Kenny Road
Columbus, Ohio 43210-1090
(614) 292-4353 or 1-800-848-4815

Purpose: To support Ohio ABLE program efforts to adhere to the Ohio Indicators of Program Quality. Implementation practices of adult educators are being analyzed to learn which significant practices have been used successfully around the nation and world. Based on this investigative research, the project will develop a manual outlining ideas for implementing the Ohio Indicators of Program Quality. Five major tasks are associated with this effort: 1) develop a research plan; 2) collect information; 3) develop the manual; 4) disseminate information about the manual; and 5) evaluate the manual and project.

The project is housed at the Center on Education and Training for Employment (CETE) under the direction of Susan Imel. However, one portion of the project is being carried out by Sarah Nixon-Ponder who is assistant director of the Ohio Literacy Resource Center (OLRC).

Grant Recipient:	Warren City Schools
Program Name:	Adult Literacy Planning and Coordination Warren-Trumbull Adult Literacy Council
Grant Allocation:	$20,000.00
Project Period:	January 1, 1994 - December 31, 1994
Program Director:	Mark R. Leiby 1470 South Street Warren, Ohio 44483 (216) 841-2272 Fax: 395-4578
Purpose:	To continue supporting and expanding literacy efforts in the area as well as operating recruitment and training process for adult literacy volunteers, sharing information with the community, determining sources and availability of additional resources to support the literacy effort.
Project Outcomes:	We have been able to increase the number of volunteer tutors who have been trained in our program by 30%. Although the actual number of individuals served declined for the first time, we have been able to serve an increased number of low-level readers individually and within the ABLE class situation. We have raised the awareness within the county as to the scope and availability of our services to help those in need of individual reading assistance supported by a telephone log kept during the month of September. Fall figures support an increase in the number of students being served. The coordinator maintained contact with community agencies, industries, and school

districts to review the ongoing effectiveness of the program and meet their changing needs. In addition, visitation to the Canton Literacy Program and interaction with several literacy providers at the Penn-Ohio conference has led to modifications in the individual's curriculum and the tutor training program previously developed. The result has been a more effective use of resources, focusing on the target population.

Impact:

During the past year, our literacy program has reached over 229 adults. Of the 229 participants, 82 made the transition into a Pre-GED and/or GED program, 35 of this group took the GED exam, and 22 received their GED Diploma. Since Warren's school dropout rate is nearly 25%, we have worked hard to increase our ability to assist many of the low level readers in the county. Also, we are having a positive impact on many of the area's 10% unemployed who are desiring to raise their reading levels and prepare for job retraining by offering individual assistance.

Product or Training Developed:

The tutor training program was enhanced to better meet the needs of the local program. Five separate training programs were provided throughout the year for over 75 new tutors. In addition, mini staff development components were held to assist tutors with their students, focusing on writing, reading or math skills for their students.

Project Continuation and/or Future Implications:

We will continue to recruit both students and volunteer tutors by increasing community awareness of our program,

Project Outcomes: During 1994 the following activities occurred. An advisory board was recruited and a research plan was developed. This plan was reviewed. In addition, information collection began. The information collection was carried out by two different methods. Staff at CETE are concentrating on existing databases for information while the staff member at the Ohio Literacy Resource Center is using personal contact.

There are no final project outcomes at this time.

Impact: None available at this time.

Product or Training Available: None at this date.

Products are Available From: Not applicable

Project Continuation and/or Future Implications: Project received a no-cost extension until May 31, 1995, to complete activities.

Conclusions/ Recommendations: None at this time but will be included in the final report.

Additional Comments: This project has encountered a number of difficulties including a late start that caused a delay in initiation of project activities. Combining two separate proposals, CETE and OLRC into one project required extra negotiations and therefore, the project was not actually initiated until June 1994. Staff at CETE and OLRC have communicated via e-mail, fax, telephone, and regular mail.

Although the idea of combining two proposals may have been good in theory, for this size of activity (in terms of funding), it has caused problems. Work on this project is well underway, however, and we expect that it will be completed within the time period. At that time, a complete final project report will be submitted that will include information in all categories.

Grant Recipient: Euclid City Schools

Program Name: Innovative Practices in English as a Second Language/Language Bridge Pilot

Grant Allocation: $31,110.00

Project Period: January 1, 1994 - December 31, 1994

Program Director:
Gloria Gillette
Northeast ABLE Resource Center
291 East 222nd Street
Euclid, Ohio 44123
(216) 261-7076

Purpose:

Innovative Practices in ESL

The purpose of this project was to bring together a team of ESL teachers to develop a simple, reproducible manual on phonetics. Because so many ABLE ESL teachers are not certified in the field or do not have foreign language training, phonetics is slighted in the ESL classroom. Teachers often don't know how to address the problems of accent reduction and linguistic interference. The manual is designed to simplify English phonetics so the basic elements can be easily and routinely used in the classroom. The manual has five sections: basic overview of phonetics; reproducible classroom exercises of the individual sounds of English; a brief overview of 20 common languages; 20 corresponding reproducible, language-specific exercises; and sample activities to practice pronunciation in the classroom.

Language Bridge Pilot

Language Bridge is an experimental language instruction technique which focuses on developing speaking and listening skills. A 12-week pilot project was run to further test the effectiveness of this approach with Russian students. Since the materials are only available in a Russian/English version, the class is conducted only for native Russian speakers.

Project Outcomes:

Innovative Practices in ESL
The planned outcomes of this project were:
* to teach teachers to teach students the fundamentals of language production
* to provide teachers with a simple, reproducible product that can be used on a continental basis
* to fill the gap in professional ESL training
* to recognize master teachers and afford them the opportunity to participate in the development of useful, practical teaching methods and tools

Language Bridge Pilot
Eighteen students were enrolled in the class. The class met three times/week. Seventeen of the eighteen Russian students completed the first 12 weeks of instruction.

Impact:

Innovative Practices in ESL
Tips and techniques on using the manual have been presented as training and/or carousels at four different conferences. Response has been good. A follow-up survey was included with each manual to extend the collaborative effort of the project.

Language Bridge Pilot
Students are losing their fear of communication in English. They are recognizing and understanding words and concepts covered in class and applying them to new situations. For example, they are

becoming aware of many new concepts when heard on television or seen in a newspaper.

Product or Training Developed:

Innovative Practices in ESL
On Speaking Terms: A Practical Guide to Pronunciation for ABLE and ESL Teachers was developed and distributed through training and by request to any director who requested a copy for his/her program. Technical assistance is ongoing.

Language Bridge Pilot
Based on current information the program is very successful. In March of 1995 the project will begin a second section of Language Bridge instruction which will meet one time each week. At that time an exploration of the value of the method as a home study program will take place.

Products are Available From:

Innovative Practices in ESL -
The four regional resource centers as well as the Northeast ABLE Resource Center (address above)

Language Bridge Pilot -
Dr. Arkady Zilberman
Language Bridge, Inc.
Westerville Office Center
635 Park Meadow, Suite 109
Westerville, Ohio 43081

Project Continuation and/or Future Implications:

Copies of the manual, On Speaking Terms: A Practical Guide to Pronunciation for ABLE and ESL Teachers and technical assistance are available.

After the home-study phase of the Language Bridge Pilot, the program should be tested in a class with a mixture of language backgrounds. A "generic" version of the Language Bridge text which could be used in the class should be available during the summer of 1995. If this class is successful, training can be developed for teachers who wish to use the method in other programs.

Conclusions/ Recommendations:

Innovative Practices in ESL
The collaborative efforts of this project were successful. A team approach to ESL training development will continue. Not only was a professional, usable product developed, but also teachers responded positively to the opportunity to contribute professionally and to be paid for their efforts.

Language Bridge Pilot
All seventeen students involved have made excellent progress (proportionate to the amount of time spent on studying) in speaking, listening, and writing skills. This is documented in improved test scores and also anecdotal evidence and writing samples.

Additional Comments: None

Grant Recipient: Dayton Public Schools

Program Name: Program Quality Enhancement
"Family Literacy Curriculum"

Grant Allocation: $20,000.00

Project Period: January 1, 1994 - December 31, 1994
Extension granted to June 30, 1995

Program Director: Christine Alexander
Longfellow Center, Room 104
245 Salem Avenue
Dayton, Ohio 45406
(513) 461-2800

Purpose: To produce and disseminate 200 copies of a Family Literacy Curriculum Guide developed through the Dayton Even Start Program. The curriculum is designed to provide an integration of parent education and literacy skills through a holistic approach to family literacy.

Project Outcomes:

1. Production and dissemination of a Family Literacy Curriculum based on the integration of parent education and literacy skills. Piloting in various Southwest Ohio ABLE and/or Even Start programs is scheduled to begin February 1995. The guide will be printed in June '95 and ready for distribution shortly thereafter.
2. Families in the Even Start Family Literacy Project will benefit from participating in the development and implementation of the curriculum.
3. Curriculum will enhance and expand the quality of service for both Even Start and ABLE providers across the state.
4. The design of the curriculum will address issues which promote growth in the

educational levels of parents and successful academic achievement of children.

5. Even Start participants have been positively impacted by the integrated curriculum during its developmental stages. To date 22 individuals have received their GED. A great percentage of participants have made positive gains in parenting skills. Children are either enrolled in pre-school programs or attend Even Start sites and are progressing positively with school readiness activities.

Impact: In addition to the above, the Even Start Evaluation suggests that kindergarten children of Even Start families appear to be making greater pre-test/post-test gains in some EISS categories.

Product or Training Developed: Curriculum Guide for family literacy is in process.

Products are Available From: Curriculum Guides will be available after June, 1995. Details on process for distribution to be developed in collaboration with ODE.

Project Continuation and/or Future Implications: The project has been extended through June 30, 1995, to allow time for pilot projects and completion of the guide. At that time further elaboration on future implications can be made. There may be a need for in-service/training throughout the state in the use of the guide.

Conclusions/ Recommendations: It appears that very positive results are developing from this project. It has been an interesting, arduous, and rewarding endeavor. Further conclusions and recommendations can be presented following completion of the pilot projects.

Additional Comments: Thanks to ODE for its patience in this monumental task.

Grant Recipient: Project: LEARN, Cuyahoga County

Program Name: Program Quality Enhancement
"Volunteer Literacy Programs in
Community Corrections"

Grant Allocation: $19,580.00

Project Period: January 1, 1994 - December 31, 1994

Program Director: Christina Higginsbuck
1701 Payne Avenue
Cleveland, Ohio 44114
(216) 621-9483

Purpose: Project: LEARN will share its experiences teaching inmates in short-term correctional facilities with other ABLE programs by developing a resource manual and by providing follow-up consultation.

Project Outcomes: Project: LEARN will publish 400 manuals to be distributed to ABLE providers throughout Ohio and, when requested, the nation. Project: LEARN will also provide follow-up consultation to those programs developing jail education programs in their respective communities. Project: LEARN will also develop a sample curriculum as a guide for programs starting corrections education services. Curriculum manuals will be available in the spring/summer of 1995.

Impact: As short-term corrections facilities request resource assistance more and more frequently from ABLE providers, the Project: LEARN manual and curriculum guide will be of great value to those ABLE providers who wish to respond by helping them to establish sound literacy and basic education services.

Product or Training Developed: Two manuals will be available: a "how-to" guide in setting up corrections services; and a curriculum that will be appropriate for teaching inmates at Level II (intermediate).

Products are Available From: Project: LEARN, address above and the four ABLE Regional Resource Centers

Project Continuation and/or Future Implications: Project: LEARN will make its resource guide available free and its curriculum guide (not part of the grant) available at cost to any Ohio ABLE program and will offer technical assistance to any ABLE program in the process of establishing corrections education services.

Conclusions/ Recommendations: Until Project: LEARN has had an opportunity to distribute its manuals and offer technical assistance it will be difficult to make serious conclusions about the impact of the demonstration grant.

Additional Comments: None

Grant Recipient:	YWCA of Hamilton
Program Name:	Program Quality Enhancement "Adult Basic and Literacy Education - Transitions"
Grant Allocation:	$19,509.00
Project Period:	January 1, 1994 - December 31, 1994 (Extension granted through May 31, 1995)
Program Director(s):	Nancy Schwab YWCA of Hamilton 244 Dayton St. Hamilton, OH 45011 (513) 856-9800 Judy Scherrer Hamilton City School District 880 Chestnut St Hamilton, OH 45011 (513) 887-5021
Purpose:	To develop a transition program that moves students from the community based literacy program into the ABLE classroom, and to share this concept and encourage its implementation in similar programs.
Project Outcomes:	Transition program implemented to date: * 18 students enrolled, 5 moved to Hamilton City School ABLE, 3 obtained employment, 2 dropped out (personal problems), 2 currently enrolled at literacy site, 6 students currently attend classes at literacy program and Hamilton City ABLE. * Advisory council met to discuss overall plan & specific needs - teams of literacy and ABLE providers attended from Butler, Clermont, Hamilton, and Warren Counties. Preble Co. was subsequently invited to participate.

* Workshop I held June 29, 1994, to assist teams to design their own transition program - 14 in attendance

* Phase II is in process

Impact: Workshop I held on June 29, 1994 - 14 attended. Workshop participants were made up of advisory council members, program facilitator and instructors from Butler County programs -

Workshop II planned for April, 1995

Product or Training Developed: Sample training will be developed after Workshop II.

Products are Available From: None available at this time.

Project Continuation and/or Future Implications: A continuation of this project would be advisable. This is a relatively new concept in programming. It benefits students, literacy programs, and the ABLE classroom. The opportunity to see how it evolves would be beneficial to all.

Conclusions/ Recommendations: Setting up this type of program is not without its problems, those which are similar to all ABLE programs. However, working through these problems is definitely worth it.

Additional Comments: None

Grant Recipient: Shawnee State University

Program Name: Program Quality Enhancement Grant
"Shawnee Foxfire Network"

Grant Allocation: $17,000

Project Period: January 1, 1994, December 31, 1994

Program Director:
Carolyn Gross, BASICS Coordinator
Shawnee State University
940 Second Street, Room 103 Massie Hall
Portsmouth, Ohio 45662
(614) 355-2452

Purpose: This project was created and managed by BASICS Coordinator (Adult Education) Carolyn Gross. After hearing of the Foxfire teaching method at the Burr Oak Appalachian Conference in 1993, which was used only in K-12 in seventeen states, she saw this as a method that could be adapted for use with the Adult Education student. The Foxfire approach is a way to create active, collaborative, learner-centered classrooms that connect with their communities, produce real work, and stress academic integrity. Foxfire is based on eleven Core Practices which reflect the latest in collective thinking about the principles and practices characteristic of the method's approach to instruction.

Project Outcomes:

1. To establish the first Foxfire Network in the country for adult students.

2. Host a four day conference for 30 ABLE Appalachian instructors in August 1994, in Southeastern Ohio.

3. Create printed, computer disk and video reference materials for the 30 conference participants and for the four ABLE Regional Resource Centers.

4. To provide support to teachers interested in using this approach with adult education students.

Impact:

Twenty-two ABLE instructors and coordinators from five counties in southern Ohio are now using the Foxfire Method in their classrooms impacting over 1,000 adult learners. Three projects and their evaluations are included in the full report.

Product or Training Developed:

A training video and manual were developed at the conference in August 1994, and are the first steps in training ABLE teacher-trainers. During the 1995 continuation year, trainers from the Kentucky and Georgia K-12 programs will again be used until the five Ohio teachers can complete the work toward their certifications as Foxfire Foundation trainers.

Products are Available From:

Carolyn Gross
(see address above)

Project Continuation and/or Future Implications:

This was a first in a series of immersion years for the ODE into the radically different adult education teaching method which was begun in the 1960's and then used for 25 years in the K-12 systems. Three additional training workshops will be held during the 1995 grant period. Therefore, nearly 50 Ohio ABLE teachers will have spent up to 100 hours each of instruction, and five teacher-trainers will be certified under these two grants.

Conclusions/ Recommendations: As a network, the first group of ABLE teachers trained in the Foxfire Method met three times from May, 1994 - November, 1994 for training and sharing ideas and project attempts. Internet and faxing communication was also utilized to keep everyone "networking."

Additional Comments: The program director found that training ABLE teachers to become the first Adult Education Foxfire Network in the entire country to be challenging and even invigorating. All workshop participants were eager to learn the method and ecstatic about trying out their new-found knowledge.

Grant Recipient: Project: LEARN of Summit County

Program Name: Cultural Diversity

Grant Allocation: $20,000.00

Project Period: January 1, 1994 - December 31, 1994

Program Director: Barbara Norton
72 S. High Street
Akron, Ohio 44308
(216) 434-9461

Purpose: To foster a better understanding of the cultural diversity that exists in ABLE classrooms and tutoring situations, and by doing so, foster better teaching and learning practices.

Project Outcomes: The result of this project was the production of a Handbook for Teachers of Culturally Diverse Classrooms (adult populations), as well as a training video designed to serve as supplement and as a workshop activity. The material was presented at a workshop in Columbus, Ohio, (September 1994) during the Ohio Literacy Network Annual Conference. The feedback was positive, and several program administrators expressed interest in additional training.

There are four resources: the Handbook itself, the 4-part video series, a trainer's guide for the handbook, and worksheet and summaries for the videos.

Impact: The introductory presentation at the OLN conference was rated very favorably by the participants. The objective evaluations averaged 4.8 (on a 5.0 scale) for criteria such as "relevance to the field", "appropriate for intended population", and "useful for classroom tutors and teachers." Further evaluative data will be collected and processed as participants utilize the manual and videos.

Product or Training Developed:

The handbook and video series are designed to be used together. Questions that are not answered in that context can be relayed to the author via mail, telephone, or E-mail, all of which will be provided with the materials. In addition to the materials, summaries have been created so that the participants will be able to apply the concepts to their local programs.

Products are Available From:

Copies of the manual, the video series, worksheets and summaries will be available from the four regional resource centers, as well as from Project: LEARN of Summit Co.

Project Continuation and/or Future Implications:

As stated previously, feedback from the participants will be collected and evaluated to be included in a final report during the fourth quarter of the year (1995).

Conclusions/ Recommendations:

The project has met with a great deal of positive reaction, although it is in its infancy. The combination of text, video, and additional applicative activities suggest that it will be very user-friendly. If the materials continue to receive positive support, other topics may be considered for further exploration.

STATEWIDE STAFF DEVELOPMENT ACTIVITIES

Statewide staff development activities during FY '94 took the form of three Adult Basic and Literacy Education Directors' Meetings. Every year, a training event for new directors occurs in August prior to the beginning of the fiscal year. "Retention Through Continuous Improvement" was the theme of the November 3-4, 1993, fall conference, and "Managing ABLE In Changing Times" was the focus of the May 3-4, 1994, spring meeting.

Conference agendas can be found in Attachment B.

New Director's Training

August 3 - 4, 1993

Objectives: To orient new ABLE program directors and coordinators to Ohio's ABLE program and to their responsibilities as administrators.

To provide all ABLE program directors an opportunity for a refresher in the topics covered during this two day training.

To provide treasurers or fiscal agents the opportunity to learn their role in fiscal management of the ABLE grant.

Topics of discussion during the two day meeting covered:

* Global View of ABLE
* Working Definitions of Quality
* Staff Development/Section 353
* Coordination-Collaboration-Linkage
*Planning and Management for use of Ohio's Quality Indicators
* Fiscal Planning, Management, and Reporting
* Americans with Disabilities Act
* State and Regional Resource Centers

Fall ABLE Directors' Meeting
"Retention Through Continuous Improvement"
November 3-4, 1993

Objective: To provide ABLE program directors with information relating to trends and issues in adult literacy education. Mike Dean, Education Program Specialist, from the U.S. Department of Education, reported on National trends and issue concerning adult education.

To provide ABLE directors and coordinators with information and training to help them with the implementation of Ohio's Indicators of Program Quality, especially as they relate to student retention.

General and breakout sessions for the two day conference included the following topics:

* State Issues Update
* National Issues Update
* Continuous Improvement
* Staff Development
* Collective Wisdom Project-Assessment of Learning Disabilities
* Ohio Literacy Resource Center Update
* JOBS
* Regional Meetings
* Fiscal Review
* Multi-Media
* Community Collaboration
* Family Literacy
* Program Management
* Learning and Personality Styles
* GED Issues, Special Accommodations
* Special Populations
* ABLE Computer Management System
* Lifeskills

Spring ABLE Directors' Meeting
"Managing ABLE In Changing Times"

May 3-4, 1994

Objectives: To provide ABLE directors and coordinators ideas, strategies, information on effective management of ABLE programs. Noreen Lopez, Former State Director of Adult Education , Illinois, and Ron Gillum, State Director, Adult Extended Learning, Michigan, gave their perspectives on this topic.

Concurrent sessions during the two day event were held on the following topics:

* Language Bridge - A new Technique for Teaching ESL, Solutions and Problems
* Innovative Practices in Volunteer-Based Organizations
* ODE/ODHS Interagency Linkages: Vocational Tuition Reimbursement and Comprehensive Vocational Assessment/Evaluation
* CASA: Comprehensive Adult Student Assessment System
* Advisory Councils
* Literacy Coalitions in Ohio - State Coalition Survey
* Counseling Strategies for Student Retention
* Total Quality Management
* Staff Development
* ESL Forum
* JOBS
* GED Issues
* Small Group Learning
* 353 Showcase of Future Training and Products
* Staff Conflict Resolution

Ohio Department of Education
Adult Basic and Literacy Education

Workplace Literacy: Trouble Shooting for Success
RFP #1
Application Narrative/Selection Criteria

PART II - Project Abstract

Provide a one-page summary of the objectives, activities, evaluation plan, staffing, and planned outcomes of the project. (10 points)

PART III - Project Narrative

1. Describe the planning process to be used to ensure success in meeting the objectives outlined in this RFP. (10 Points)

2. Describe your experience in administering workplace literacy programs. (5 points)

3. Describe your experience in providing workplace literacy training. (10 points)

4. Describe what support your organization will lend to the successful completion of this project. (5 points)

5. List any positive recognition given to the organization and/ or its staff due to the successes achieved through providing training and/or workplace literacy programming, and attach any supporting documents. (5 points)

6. Describe how your organization has supported your efforts in providing workplace literacy training. (5 points)

7. Describe how you will be able to provide sufficient professional and support staff to carry out the requirements of this grant. (5 points)

8. Indicate a proposed agenda for the one-day workshop. (10 points)

9. Provide a proposed outline for the quick-check reference manual. (5 points)

10. How do you plan to conduct the on-going consultation aspect of this grant? (20 points)

11. What is your proposed timeline for meeting the objectives outlined in this grant? (10 points)

12. How do you intend to evaluate the overall success of this project? (10 points)

13. How do you plan to report project results to the Ohio Department of Education and provide accountability for project funds? (10 points)

14. What other resources will you utilize to support this project? (5 points)

TOTAL POINTS - 125

State of Ohio
Ohio Department of Education
Adult Basic and Literacy Education

Request for Proposals #2
Special Demonstration Project: FY 1994

Project: ABLE Support Staff Training Workshop

Need: The support staff of any organization is its backbone. Many times, however, training activities are only provided for " professional staff " ignoring the needs and critical role that the support staff plays with all the customers of an organization.

Aside from all the traditional roles the ABLE support person must perform, ABLE programs demand even more specific technical knowledge along with the need to develop very sensitive interpersonal skills in dealing with our unique population with its many cultural diversities.

Purpose: To provide ABLE support staff the opportunity to expand their knowledge, skills, and understanding of ABLE related issues.

Minimum Objectives:

1. Develop a reference manual.
2. Plan and conduct a two-day workshop for up to 120 persons which addresses the following topics:
   - a. Refresher on basic secretarial skills;
   - b. Introduction of new concepts in secretarial science;
   - c. Time management;
   - d. ABLE funding, grants, and fiscal information;
   - e. ABLE philosophy and goals;
   - f. Selected literacy issues;
   - g. Conference and workshop management;
   - h. ABLE reporting requirements;
   - i. ABLE resources;
   - j. Dressing professionally;
   - k. Knowing and dealing with the ABLE learner;

(over)

State of Ohio
Ohio Department of Education
Adult Basic and Literacy Education

Request for Proposals #1
Special Demonstration Project: FY 1994

Project: Workplace Literacy: Trouble Shooting for Success

Need: ABLE providers in Ohio have had the opportunity to attend four funded Workplace Literacy workshops over the past two years. These workshops have enabled providers to learn a basic foundation of Workplace Literacy Education philosophy, practice, marketing and curriculum development.

Providers are still in need of consistent coaching and personalized technical assistance over the next year in order to trouble shoot problems as they arise, and to fine tune their programs to meet both their customers' and their own needs.

Purpose: To provide ABLE directors and instructors the opportunity to review the basic skills they learned in the four previous workshops, and to make available to them personalized follow up consultation over the life of the grant.

Minimum Objectives:

1. Plan and implement a one-day workplace literacy refresher workshop for up to 50 participants.
2. Develop a quick-check reference booklet that will answer common workplace related questions and/or which would refer the user to appropriate resources.
3. Develop a system for extending on-going consultation services to those persons for whom this grant is intended (see specifications below).

Specifications:

1. Participants must have attended one of the four previously offered state sponsored workshops listed below:
   - a. University of Cincinnati: April, 1992
   - b. Ohio State University: June, 1992
   - c. Owens Technical College: September, 1993
   - d. Ohio State University: November, 1993

(over)

Specifications (Continued)

2. Participants must be actively involved in providing workplace literacy education.

3. Applicants for this RFP must have at least two years experience in providing workplace literacy education, including administrative experience.

4. Applicants for this RFP must have previous experience in workplace literacy training.

5. Any materials developed for this grant using funds from said grant will remain the property of the Ohio Department of Education for use as necessary to maintain and expand the quality of services to ABLE providers in Ohio.

6. Proper editing of print materials must take place and approval from the ODE state program office must be secured before products are reproduced and distributed.

7. The grantee must utilize an advisory comittee made up of at least two experienced adult basic and literacy education directors, one regional or state resource center staff person, and an assigned consultant from the Ohi Department of Education.

8. Eligible applicants are limited to Ohio local educational agencies, and public or private nonprofit agencies, organizations, and institutions.

9. Any reimbursement to participants will be based on Ohio Department of Education allowances - a maximum of $20.00 a day for meals, $55.00 plus tax a night for lodging, and .25 per mile reimbursement for mileage.

10. Any allowable expenses for indirect costs may not exceed eight percent (8%) of the grant total. Requests for indirect costs by local educational agencies must be based on rates approved by the Ohio Department of Education.

Products:
1. 100 copies of the quick-check reference manual.
2. Two copies of the project final report.

Project Period: January 1, 1994 - December 31, 1994

Budget: $28,000.00

Number of Awards: One

ATTACHMENT A

Specifications:

1. The grantee must utilize an advisory committee made up of at least two experienced adult basic and literacy support staff persons, an ABLE instructor, an ABLE director, one regional and/or one state literacy resource center staff person, and an assigned consultant from the Ohio Department of Education.

2. Eligible applicants are limited to Ohio local educational agencies, and public or private nonprofit agencies, organizations, and institutions.

3. Any reimbursement to participants will be based on Ohio Department of Education allowances - a maximum of $20.00 a day for meals, $55.00 plus tax a night for lodging, and .25 per mile reimbursement for mileage.

4. Any allowable expenses for indirect costs may not exceed eight percent (8%) of the grant total. Requests for indirect costs by local educational agencies must be based on rates approved by the Ohio Department of Education.

5. Proper editing of print materials must take place and approval from the ODE state program office must be secured before products are reproduced and distributed.

6. Any materials developed for this grant using funds from said grant will remain the property of the Ohio Department of Education for use as necessary to maintain and expand the quality of services to ABLE providers in Ohio.

Products:

1. 200 copies of the manual.

2. 2 copies of the project final report.

Project Period: January 1, 1994 - December 31, 1994

Budget: $23,000.00

Number of Awards. One

Ohio Department of Education
Adult Basic and Literacy Education

ABLE Support Staff Training Workshop
RFP #2
Application Narrative/Selection Criteria

PART II - Project Abstract

Provide a one-page summary of the objectives, activities, evaluation plan, staffing, and planned outcomes of the project. (10 points)

PART III - Project Narrative

1. Describe the planning process to be used to ensure success in meeting the objectives outlined in this RFP. (10 Points)
2. Describe your experience in providing training activities. (5 points)
3. Describe what support your organization will lend to the successful completion of this project. (5 points)
4. Describe qualifications of the applicant agency and staff to provide training and develop a manual on this topic. (5 points)
5. Describe how you will be able to provide sufficient professional and support staff to carry out the requirements of this grant. (5 points)
6. Provide a tentative agenda for the two-day workshop. (20 points)
7. Provide a tentative outline of the reference manual. (10 points)
8. Indicate a proposed time-line for meeting the objectives outlined in this RFP. (10 points)
9. How do you intend to market the training workshop to ABLE providers? (5 points)
10. How do you intend to evaluate the over-all success of this project? (10 points)
11. How do you plan to report project results to the Ohio Department of Education and provide accountability for project funds? (10 points)
12. What other resources will you utilize to support this project? (5 points)

TOTAL POINTS - 110

State of Ohio
Ohio Department of Education
Adult Basic and Literacy Education

Request for Proposals #3
Special Demonstration Project: FY 1994

Project: Adult Literacy Planning and Coordination Grants

Need: Increasing demand for adult literacy services in the face of limited financial resources and mandates to avoid service duplication have led to a recognized need for service providers to better plan and coordinate the delivery of services.

Purpose: To encourage and support informal groups and organized coalitions of adult literacy providers to strengthen joint planning and coordination efforts, thereby increasing the overall effectiveness of the delivery of services in the state.

Minimum Objectives:

1. Strengthen or establish joint planning and coordination processes designed to increase the effectiveness of the delivery and combined service capacity of adult literacy programs in specified geographic areas in the state.
2. Strengthen leadership, joint planning, and coordination skills among program managers in the state.
3. Assist groups of service providers to work collectively to identify unmet adult literacy needs, secure resources to help address those needs, and evaluate the effectiveness of these activities and practices to reach and serve more adults in need.
4. Conduct a variety of other activities and services for providers on an identified need basis that may include, but may not be limited to conducting training for volunteers and paid personnel, public awareness campaigns, information and referral services, fund development, and research.

Specifications:

1. Eligible applicants are limited to Ohio local educational agencies, and public or private nonprofit agencies, organizations, and institutions.

(over)

Specifications (continued):

2. The grantee must establish or use an existing broad-based community advisory committee that includes at least two experienced Adult Basic and Literacy Education practitioners and/or coordinators.

3. Applications made in response to this request by a consortium or coalition of service providers must identify one eligible agency to serve as the fiscal agent and applicant on behalf of the consortium. No agency may submit more than one application in response to this specific planning and coordination grant announcement. No agency may receive funds either directly or indirectly as a part of more than one consortium or coalition, nor may any agency receive funds through a consortium or coalition and receive a direct planning and coordination grant at the same time.

4. Any reimbursement to participants will be based on Ohio Department of Education allowances - a maximum of $20.00 a day for meals, $55.00 plus tax a night for lodging, and .25 per mile reimbursement for mileage.

Products:

1. Quarterly interim progress reports in a manner and format to be prescribed by the Ohio Department of Education.

2. Two copies of a final project report of all activities conducted with grant support and results of achievement of project goals.

3. Four copies of any materials developed with grant support for training, promotion and recruitment, information and referral, fund development, and/or research.

Project Period: January 1, 1994 - December 31, 1994

Budget: Not to exceed $20,000 per award

Number of Awards: Up to 12

Ohio Department of Education
Adult Basic and Literacy Education

Adult Literacy Planning and Coordination Grants
RFP #3
Application Narrative/Selection Criteria

PART II - Project Abstract

Provide a one-page summary of the objectives, activities, evaluation plan, staffing, and planned outcomes of the project. (10 points)

PART III - Project Narrative (a maximum of 15 typed, double-spaced pages)

1. Research Background (10 points)

   Provide a brief summary of research/background supporting the need for the proposed activities.

2. Plan of Operation (20 points)

   Project objectives, activities, a time-line and staff responsibilities in chart form.

   - statement of objectives related to the purposes/goals of the project
   - description of activities included in the project and a timeline for those activities
   - staff assignments related to activities

3. Staff Qualifications (10 points)

   List the qualifications of the staff assigned to the project.

4. Plan for Evaluation (20 points)

   - Describe how overall project will be evaluated for effectiveness in meeting objectives.
   - Describe how materials/products/training sessions will be evaluated.

(over)

Project Narrative (continued)

- Describe how the applicant will report project results to the Ohio Department of Education and provide accountability for project funds.

5. Budget Narrative (10 points)

   - Explain proposed costs, and how they are related to proposed activities.

   - Describe how the project will utilize other available resources.

TOTAL POINTS - 80

State of Ohio
Ohio Department of Education
Adult Basic and Literacy Education

Request for Proposals #4
Special Demonstration Project: FY 1994

Project: Beyond Ourselves: Effective ABLE Practices Worldwide

Need: Many effective practices as well as solutions to very perplexing problems lie beyond the borders of Ohio. Due to a lack of adequate funding, time, and knowledge of effective research methodologies, we often allow these resources to remain untapped.

Purpose: To provide ABLE providers, state consultants, and resource center staff, a manual outlining ideas for successfully implementing the Ohio Indicators of Program Quality by researching and adapting successful ABLE practices from around the nation and world.

Minimum Objectives:

1. Develop a solid practical research plan which uses Ohio's 10 Indicators of Program Quality as a basis for research.

2. Develop a resource guide which:

   a. is organized by indicator topic;

   b. identifies the topic, offers a description of the method, tells how the method is used in its native country or state, outlines the most effective environment for implementation as well as limitations, identified materials equipment and classroom set-up required, and describes a recommended plan to adapt the idea to Ohio's ABLE programs;

   c. provides information about how the ABLE system is organized, evaluated, and funded.

3. Develop a presentation to introduce ABLE providers, resource center staff, and state staff to the results of the research and to the guide.

(over)

Specifications:

1. The grantee must utilize an advisory committee made up of at least two experienced ABLE Directors/Coordinators, two ABLE instructors, one local or state literacy resource center staff, and an assigned consultant from the Ohio Department of Education.

2. Eligible applicants are limited to Ohio local educational agencies, and public or private nonprofit agencies, organizations, and institutions.

3. The grantee will consult with the ERIC Clearinghouse on Adult, Career, and Vocational Education, and the USDE Adult Education Clearinghouse on design content.

4. Any reimbursement to participants will be based on Ohio Department of Education allowances- a maximum of $20.00 a day for meals, $55.00 plus tax a night for lodging, and .25 per mile reimbursement for mileage.

5. Any allowable expenses for indirect costs may not exceed eight percent (8%) of the grant total. Requests for indirect costs by local educational agencies must be based on rates approved by the Ohio Department of Education.

6. Any materials developed for this grant using funds from said grant will remain the property of the Ohio Department of Education for use to maintain and expand the quality of services to ABLE providers in Ohio.

7. Proper editing of print materials must take place and approval from the ODE state program office must be secured before products are reproduced and distributed.

8. Applicant must be experienced in conducting extensive research.

Products:

1. 200 copies of the manual.

2. 2 copies of the project final report.

Project Period: January 1, 1994 - December 31, 1994

Budget: $18,000.00 for the first year.

Number of Awards: One

Ohio Department of Education
Adult Basic and Literacy Education

Beyond Ourselves: Effective ABLE Practices Worldwide
RFP #4
Application Narrative/Selection Criteria

PART II - Project Abstract

Provide a one-page summary of the objectives, activities, evaluation plan, staffing, and planned outcomes of the project. (10 points)

PART III - Project Narrative

1. Describe the planning process to be used to ensure success in meeting the objectives outlined in this RFP. (10 Points)

2. Provide background information on the personnel who will conduct the research outlined in this RFP. Describe their educational background, their role in the project, and their involvement in conducting research prior to this project. (20 points)

3. Provide a description of the research design you would utilize to determine the impact of research results. (e.g., describe goals and objectives, methodology and analysis of data). (30 points)

4. Indicate a proposed monthly timeline to conduct research project, and include details as to where and when findings will be disseminated. (10 points)

5. Provide a description of the types of research projects you have directed in the past, the organization who paid for the research, and the name of an individual who could be contacted about the research project. (10 points)

6. Provide an outline of the resource guide? (10 points)

7. How do you intend to evaluate the over-all success of this project? (10 points)

8. What format will you use to inform the target group for whom this RFP was written about the information gathered and about the use of the resource guide? (5 points)

9. What is your experience, if any, in dealing with ABLE programs and issues of literacy or G.E.D. education? (10 points)

TOTAL POINTS - 125

State of Ohio
Ohio Department of Education
Adult Basic and Literacy Education

Request for Proposals #5
Special Demonstration Project: FY 1994

Project: Innovative Practices in English as a Second Language (ESL)

Need: The needs of ESL programs and learners are often overlooked due to the demands placed upon ABLE programs to provide literacy and GED preparation on an ever-increasing basis. In addition, the typical ABLE/ESL program utilizes teachers, aides, and most commonly, volunteers who have received marginal or no ESL-specific training. Many new approaches have been developed which could easily be implemented into a typical ESL program to improve and expand delivery.

Purpose: The purpose of this grant is to package and demonstrate to selected ABLE funded programs that serve ESL students those innovative approaches which have had quantitative as well as qualitative success in (1) increasing the rate at which a student increases mastery of English; (2) improves his/her ability to function in society; (3) improves his/her ability to obtain employment; and (4) improves his/her self esteem.

Minimum

1. Develop a plan for demonstrating and providing technical assistance in using innovative ESL methods;
2. Develop a training manual;
3. Maintain quantitative and qualitative data on the performance and achievement of learners.

Specifications:

1. Applicant must be centrally located in the state or willing to provide initial demonstration centrally.
2. Applicant must demonstrate past effectiveness in training instructors in the selected method.
3. Applicant's method must be soundly based in linguistic theory and practice;

(over)

Specifications (continued):

4. The grantee must utilize an advisory committee of at least two ESL teachers, two ESL volunteers, an ESL student, and an assigned consultant from the Ohio Department of Education.

5. Eligible applicants are limited to Ohio local educational agencies, and public or private nonprofit agencies, organizations, and institutions

6. Any reimbursement to participants will be based on Ohio Department of Education allowances- a maximum of $20.00 a day for meals, $55.00 plus tax a night for lodging, and .25 per mile reimbursement for mileage.

7. Any allowable expenses for indirect costs may not exceed eight percent (8%) of the grant total. Requests for indirect costs by local educational agencies must be based on rates approved by the Ohio Department of Education.

8. Proper editing of print materials must take place and approval from the ODE state program office must be secured before products are reproduced and distributed.

9. Any materials developed for this grant using funds from said grant will remain the property of the Ohio Department of Education for use to maintain and expand the quality of services to ABLE providers in Ohio.

Products:	100 copies of the manual. Two copies of the program final report.
Project Period:	January 1, 1994 - December 31, 1994
Budget:	Up to $20,000
Number of Awards:	One

Ohio Department of Education
Adult Basic and Literacy Education

Innovative Practices in English as a Second Language
RFP #5
Application Narrative/Selection Criteria

PART II - Project Abstract

Provide a one-page summary of the objectives, activities, evaluation plan, staffing, and planned outcomes of the project. (10 points)

PART III - Project Narrative

1. Describe the planning process to be used to ensure success in meeting the objectives outlined in this RFP. (10 Points)
2. Describe your experience in providing training activities. (5 points)
3. Describe what support your organization will lend to the successful completion of this project. (5 points)
4. Describe qualifications of the applicant agency and staff to provide training and develop a manual on this topic. (5 points)
5. Describe how you will be able to provide sufficient professional and support staff to carry out the requirements of this grant. (5 points)
6. What is your proposed timeline for meeting the objectives outlined in this RFP? (10 points)
7. How do you intend to market the training workshop to ABLE providers? (5 points)
8. How do you intend to evaluate the overall success of this project? (10 points)
9. Describe the innovative technique according to its:
   a. theoretical approach to ESL service delivery (10 points)
   b. linguistic and educational basis (10 points)
   c. ability to be reproduced by selected ABLE/ESL programs (10 points)

(over)

Narrative (continued)

d. documented successes in the following: (10 points)

- increasing the rate at which students master the English Language;
- increasing retention rate of the test group;
- improving the students' ability to function in society;
- improving the students' employability status;
- improving the students' self esteem and/or self-confidence.

10. Describe a plan for providing technical assistance to the field once the initial demonstration has been made. (10 points)
11. Outline the proposed training manual. (10 points)
12. Describe your plan for maintaining quantitative and qualitative data on the performance and achievement of learners. (10 points)
13. Describe the process used to pilot this method with a test group. (10 points)

TOTAL POINTS - 145

State of Ohio
Ohio Department of Education
Adult Basic and Literacy Education

Request for Proposals #6
Special Demonstration Project: FY 1994

Project: Program Quality Enhancement Grants

Need: Local programs have expressed the need for support in developing and disseminating programs and strategies designed to improve the quality of adult basic and literacy education services.

Purpose: To develop and disseminate a set of materials, or design and implement a training series designed to improve the quality of adult basic and literacy education services in Ohio.

Minimum Objectives: Grantee must propose to do either a or b:

1. produce and disseminate 200 copies of any written materials, including curriculum, training guides, handbooks, etc.; or,

2. plan and conduct a series of at least two workshops for adult basic and literacy education teachers, administrators, and/or volunteers that include both theory and practical application.

Specifications:

1. Eligible applicants are limited to Ohio local educational agencies, and public or private nonprofit agencies, organizations, and institutions.

2. The grantee must utilize an advisory committee made up of at least two experienced adult education professionals and an assigned consultant from the Ohio Department of Education.

3. The grantee will consult with the ERIC clearinghouse on Adult, Career, and Vocational Education on training and design content.

4. The design of any training will provide participants an opportunity to implement and evaluate any new techniques/strategies learned in their local situation between training sessions.

Specifications (continued)

5. Any reimbursement to participants will be based on Ohio Department of Education allowances - a maximum of $20.00 a day for meals, $55.00 plus tax a night for lodging, and .25 per mile reimbursement for mileage.

6. Any allowable expenses for indirect costs may not exceed eight percent (8%) of the grant total. requests for indirect costs by local educational agencies must be based on rates approved by the Ohio Department of Education.

7. Proper editing of print materials must take place and approval from the ODE state program office must be secured before products are reproduced and distributed.

8. Any materials developed for this grant using funds from said grant will remain the property of the Ohio Department of Education for use as necessary to maintain and expand the quality of services to ABLE providers in Ohio.

Products:

1. Quarterly interim progress reports in a manner and format to be prescribed by the Ohio Department of Education.

2. Either of the following:

    a. 200 copies of any materials produced; or

    b. 10 copies of the training outline.

3. Two copies of the project final report.

Project Period: January 1, 1994 - December 31, 1994

Funding: Individual grants of up to $20,000 (up to $60,000 is available for grants under this category.)

Ohio Department of Education
Adult Basic and Literacy Education

Program Quality Enhancement Grants
RFP #6
Application Narrative/Selection Criteria

PART II - Project Abstract

Provide a one-page summary of the objectives, activities, evaluation plan, staffing, and planned outcomes of the project. (10 points)

PART III - Project Narrative (a maximum of 15 typed, double spaced pages)

A. *Research Background* - brief summary of research/background supporting the need for proposed activities. (10 points)

B. *Plan of Operation* - present project objectives, activities, time line, and staff responsibilities in chart form. (20 points)

   1. Statement of objectives related to the purposes/goals of the project.

   2. Description of activities included in the project and a time-line for those activities.

   3. Staff assignments related to activities.

C. *Qualifications of the persons assigned to the project.* (10 points)

D. *Plan for Evaluation* (20 points)

   1. Description of how overall project will be evaluated for effectiveness in meeting objectives.

   2. Description of how materials/products/training sessions will be evaluated.

   3. Description of how applicant will report to the Ohio Department of Education.

E. *Budget Narrative* (10 points)

   1. Explanation of how proposed costs are related to proposed activities.

   2. Description of how project will utilize other available resources.

TOTAL POINTS - 80

State of Ohio
Ohio Department of Education
Adult Basic and Literacy Education

Request for Proposals #7
Special Demonstration Project: FY 1994

Project: Cultural Diversity in the ABLE Classroom

Need: ABLE classrooms are filled with learners, instructors and volunteers who rarely share the same cultural backgrounds. It is when these cultural differences are either not understood, misunderstood, or ignored, that learning suffer as increased barriers arise.

Purpose: The purpose of this grant is to explore ways of creating a culturally aware and sensitive ABLE program where cultural diversity is not only recognized and understood, but also is used in the learning process.

Minimum Objectives:

1. To explore areas where cultural diversity has created both positive and negative issues within the ABLE classroom.
2. To research and develop ways of fulfilling the opportunities which a culturally diverse program presents.
3. To develop ways of enhancing the curriculum through the integration of culturally specific materials and lessons.
4. Develop a checklist of culturally sensitive issues as they relate to the 10 Indicators of Program Quality.
5. Develop a manual and training workshop that includes all of the above items (1-4) and describes a minimum of the following specific cultures: African American, Appalachian, American Indian, Amish, East Indian, Haitian, Hispanic, Japanese, Jewish, Korean, Moslem/Middle Eastern, and Russian.

Specifications:

1. The grantee must utilize a culturally diverse advisory committee containing ABLE instructors and directors/coordinators and an assigned consultant from the Ohio Department of Education.

(over)

Specifications (continued)

2. Eligible applicants are limited to Ohio local educational agencies, and public or private nonprofit agencies, organizations, and institutions

3. Any reimbursement to participants will be based on Ohio Department of Education allowances- a maximum of $20.00 a day for meals, $55.00 plus tax a night for lodging, and .25 per mile reimbursement for mileage.

4. Any allowable expenses for indirect costs may not exceed eight percent (8%) of the grant total. Requests for indirect costs by local educational agencies must be based on rates approved by the Ohio Department of Education.

5. Proper editing of print materials must take place and approval from the ODE state program office must be secured before products are reproduced and distributed.

6. Any materials developed for this grant using funds from said grant will remain the property of the Ohio Department of Education for use to maintain and expand the quality of services to ABLE providers in Ohio.

Project Period: January 1, 1994 - December 31, 1994

Budget: $20,000

Number of Awards: One

Ohio Department of Education
Adult Basic and Literacy Education

Cultural Diversity in the ABLE Classroom
RFP #7
Application Narrative/Selection Criteria

PART II - Project Abstract

Provide a one-page summary of the objectives, activities, evaluation plan, staffing, and planned outcomes of the project. (10 points)

PART III - Project Narrative

1. Describe the planning process to be used to ensure success in meeting the objectives outlined in this RFP. (10 Points)

2. Describe qualifications of the applicant agency and staff to provide training and develop a manual on this topic. Highlight the background and experience of persons working on this project that will assist your agency in successfully completing the objectives of this RFP. (10 points)

3. Describe what support your organization will lend to the successful completion of this project. (5 points)

4. Describe how you will be able to provide sufficient professional and support staff to carry out the requirements of this grant. (5 points)

5. Indicate the proposed agenda of the workshop. (15 points)

6. Please provide an outline of the planned manual. (15 points)

7. What is your proposed timeline for meeting the objectives outlined in this RFP? (10 points)

8. How do you intend to market the training workshop to ABLE providers? (5 points)

9. How do you intend to evaluate the overall success of this project? (10 points)

10. What resources will you use to support this project? (5 points)

TOTAL POINTS - 100

ATTACHMENT B

OHIO DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND CAREER EDUCATION
ADULT BASIC AND LITERACY EDUCATION

NEW DIRECTORS' TRAINING
AUGUST 3, 1994

AGENDA

8:30 - 9:30 A.M.	* Continental Breakfast Registration **(Olentangy A)**
9:30 - 10:00 A.M.	* Welcome and Training Expectations Jim Bowling, State Director **(Olentangy A)**
	* Global View of ABLE David Smith, Consultant **(Olentangy A)**
10:00 - 10:45 A.M.	* Working Definition(s) of Quality Michael Jones & Jeff Gove, Consultants **(Olentangy A)**
10:45 - 11:00 A.M.	* Break
11:00 - 11:30 A.M.	* Staff Development/Section 353 Denise Schultheis, Consultant **(Olentangy A)**
11:30 - 12:30 P.M.	* Coordination--Collaboration--Linkage Jeff Gove & David Smith, Consultants **(Olentangy A)**
12:30 - 1:15 P.M.	* Lunch **(Scioto B)**
1:30 - 4:30 P.M.	* Planning and Management for use of Ohio's Quality Indicators **(Each region will travel through each focus area as a group)**
1:30 - 2:10 P.M.	- Learner Achievement **(Olentangy A)**
2:10 - 2:50 P.M	- Program Planning **(Scioto A)**
2:50 - 3:05 P.M.	*Break
3:05 - 3:45 P.M.	- Curriculum and Instruction **(Scioto B)**
3:45 - 4:30 P.M.	- Recruitment and Retention ABLE Practitioners **(Ohio Room)**
4:30 P.M.	* Adjourn
6:00 P.M.	* Dinner **(Scioto B)**

OHIO DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND CAREER EDUCATION
ADULT BASIC AND LITERACY EDUCATION

NEW DIRECTORS' TRAINING
AUGUST 4, 1994

AGENDA

7:30 - 8:30 A.M.	* Continental Breakfast **(Olentangy A)**
8:30 - 10:00 A.M.	* Fiscal Planning, Management, and Reporting Division of Federal Assistance Staff **(Olentangy A)**
10:00 - 10:15 A.M.	* Break
10:15 - 11:15 A.M.	* ADA (Americans with Disabilities Act) **Rick McIntosh** - Southeast ABLE Resource Center **Maureen Fitzgerald** - Governor's Council on People with Disabilities **(Scioto B)**
	* Fiscal Planning, Management and Reporting (For Treasurers) Division of Federal Assistance Staff **(Board Room A)**
11:15 - 12:00 P.M.	* State Resource Center **(Olentangy A)** **Jean Stephens**
12:00 - 1:00 P.M.	* Lunch **(Scioto B)**
1:00 - 1:30 P.M.	* Wrap Up/Turn in Forms **(Scioto B)**
1:30 P.M.	* Adjourn

Ohio Department of Education
Adult Basic and Literacy Education

ABLE Directors/GED Examiners' Fall Meeting

Wednesday, November 3, 1993

8:00 - 9:00	**Registration and Continental Breakfast** - Factory Square
9:15 - 10:45	**Opening Session** - Adams/Welling/Pinney
	State Issues Update *Jim Bowling, State Director* *Adult Basic and Literacy Education*
	National Issues Update *Mike Dean, Education Program Specialist* *U.S. Department of Education*
10:45 - 11:00	**Break** - Factory Square
11:00 - 12:00	**Questions and Answers/Staff Updates**
12:00 - 1:00	**Lunch** - Factory Square and Village Court
1:00 - 2:30	**State and National Issues (continued)** - Adams/Welling *Jim Bowling and Mike Dean*
	Continuous Improvement - Pinney *Linda Stacy, Owens Technical College*
	Staff Development - Potter/Wright *Judy Crocker, Cleveland City Schools*
	Collective Wisdom Project - Griswold *Rick McIntosh, The Literacy Initiative*
2:30 - 2:45	**Break** -Factory Square
2:45 - 4:30	**OLRC Update** - Adams/Welling *Jane Schierloh, Ohio Literacy Resource Center*
	Continuous Improvement - Pinney (repeat) *Linda Stacy, Owens Technical College*
	Staff Development - Potter/Wright (repeat) *Judy Crocker, Cleveland City Schools*
	JOBS - Griswold *Jeff Gove, Ohio Department of Education* ***Required meeting for ABLE state agreement participants***
4:30 - 6:00	**Ohio Literacy Network Meeting** - Potter/Wright
6:30 - 8:00	**Dinner** - Adams/Welling/Pinney *Phil Sorentino, Humor Consultants, Inc.*

Thursday, November 4, 1993

8:00 - 8:45 **Continental Breakfast** - Factory Square

8:45 - 9:30 **Regional Meetings**

Region 1- *Jo Leftwich*	Adams
Region 2 - *Michael Jones*	Welling
Region 3 - *Denise Schultheis*	Bishop/Chase
Region 4 - *David A. Smith*	Potter Square

9:30 - 9:45 **Break** - Factory Square

9:45 - 10:45 **Fiscal Review** -Adams
Phil Allen and Staff, Ohio Department of Education

Multi-Media - Pinney
Susan L'Heureux, Sinclair Community College

Community Collaboration - Welling
Jeff Gove, Ohio Department of Education

Family Literacy - Potter/Wright
Sue Polzella , Kettering Adult School

Program Management - Bishop/Chase
Jane Fraser, Ohio State University

Learning and Personality Styles - Alexander/Morrison
Dorna Smith, Gallia-Jackson-Vinton JVS
(This session continues during the 11:00 - 12:00 period)

10:45 - 11:00 **Break** - Factory Square

11:00 - 12:00 **New Directors' Meeting Follow-up** - Adams
Jo Leftwich, Ohio Department of Education

Multi-Media - Pinney (repeat)
Susan L'Heureux, Sinclair Community College

Community Collaboration - Welling (repeat)
Jeff Gove, Ohio Department of Education

Family Literacy - Potter/Wright (repeat)
Sue Polzella, Kettering Adult School

Program Management - Bishop/Chase (repeat)
Jane Fraser, Ohio State University

Learning and Personality Styles - Alexander/Morrison
Dorna Smith, Gallia-Jackson-Vinton JVS
(continuation of first session)

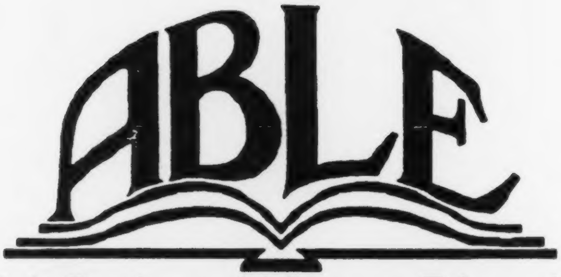
Thursday, November 4, 1993 (continued)

12:00 - 1:30	**Lunch** - Factory Square and Village Center *David Fischer, Ohio Department of Education*
1:00 - 2:00	**Registration for GED Examiners** - Factory Square
1:30 -2:45	**"Finding the ABLE in GED"** - Adams/Welling *Roxann Hutchison, John Sbatella, Parma City Schools*
	Special Accomodations - Potter/Wright *David Fischer, Ohio Department of Education*
	Special Populations - Pinney *Maureen Fitzgerald, Governor's Council on People with Disabilities*
	ABLE Computer Management System - Alexander/Morrison *Laura Weisel and Robert Foulk, The TLP Group*
2:45 - 3:00	**Break** - Factory Square
3:00 - 4:30	**"Finding the ABLE in GED"** - Adams/Welling (repeat) *Roxann Hutchison, John Sbatella, Parma City Schools*
	Special Accommodations - Potter/Wright (repeat) *David Fischer, Ohio Department of Education*
	Special Populations - Pinney (repeat) *Maureen Fitzgerald, Governor's Council on People with Disabilities*
	Lifeskills - Alexander/Morrison *David A. Smith, Ohio Department of Education*
6:30 - 8:00	**Dinner** - Pinney

Friday, November 5, 1993

8:00 - 9:00	**Registration and Continental Breakfast** - Village Court
9:00 - 10:30	**General Session** - Stansberry/Pinney *David Fischer, Ohio Department of Education*
10:30 - 10:45	**Break** - Village Court
10:45 - 12:00	**Marketing Initiatives** - Potter/Wright *Judy Crocker, Cleveland City Schools*
	G.E.D. Alumni - Bishop/Chase *Rose Marie Stiehl, Middletown City Schools*
12:00 - 1:00	**Lunch** - Stansberry/Pinney
	"The Cost of a Fine-Tuned Machine - OGEDTS" *Roger Trent, Director* *Division of Educational Services* *Ohio Department of Education*
1:30 - 3:00	**General Session** - Stansberry/Pinney *David Fischer, Ohio Department of Education*
3:00	**Adjournment**

MANAGING ABLE
IN
CHANGING TIMES



Adult Basic and Literacy Education

1994 ABLE Directors' Conference
May 3 - 4, 1994

Hilton Inn North * Worthington, Ohio

OHIO DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND CAREER EDUCATION
ADULT BASIC AND LITERACY EDUCATION STAFF

Darrell Parks, Director
Division of Vocational and Career Education

Tom Applegate, Associate Director

Jim Bowling, Assistant Director

Jeff Gove, JOBS Coordinator,
Common Good

Michael Jones, SE Coordinator,
Workplace Education, Appalachia

Joanna Leftwich, NE Coordinator,
Corrections, Section 353

Denise L. Schultheis, SW Coordinator,
Section 353, Appalachia

David A. Smith, NW Coordinator,
Adult Education for the Homeless

Kathy Hamilton, Office Assistant

Joyce Sheets, Office Assistant

Brenda Slocum, Office Assistant

Meet Our Keynote Speakers..................

Noreen Lopez is the State Director of Adult Education, Division of Adult, Vocational and Technical Education, State Board of Education in Illinois. She is the founder and past chair of the National Adult Education Professional Development Consortium, Inc. Noreen serves on the Board of Directors of the National Council of State Directors of Adult Education. Most impressively she is a former Adult Education teacher and local program director. Noreen intends to share her philosophy on Adult Education during her morning presentation.

Ron Gillum currently serves as the State Director, Office of Adult Extended Learning, Michigan Department of Education and has held this position for 13 years. During his 24 year tenure with the Michigan Department of Education he has served as deputy director Adult Extended Learning, director of Occupational Education Programs and an education consultant for Compensatory and Secondary Education Programs. Ron also served as a teacher and administrator for the Detroit Public Schools for 7 years.

Ron earned his B.S. degree from Western Michigan University and Masters and Doctorate from Wayne University in Detroit, Michigan. Ron's personal and professional contribution to adult education/literacy were recognized by President Bush; in 1992 he was appointed to the Board of Directors of the National Institute for Literacy. He was also elected to the Board of Directors for the American Association for Adult and Continuing Education (AAACE).

Ron credits his philosophy of education to his mentor, the late Ron Edmonds who stated, "As Educators: We can, whenever and wherever we choose, successfully teach all children (adults) whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

CONFERENCE AT A GLANCE

TUESDAY, MAY 3, 1994

8:30 a.m. - 9:30 a.m.	Registration Continental Breakfast	**Factory Square**
9:30 a.m. - 9:45 a.m.	Welcome and Comments	**Ballroom** Jim Bowling Jo Leftwich
9:45 a.m. - 10:45 a.m.	Keynote: "Effective Program Management in Changing Times"	Ms. Noreen Lopez Dr. Ronald Gillum
10:45 a.m. - 11:00 a.m.	Break	**Factory Square**
11:00 a.m. - 11:30 a.m.	Question/Answer Session	Speakers
11:30 a.m. - 12:00 p.m.	Updates:	**Ballroom**
	State Issues	Jim Bowling
	JOBS	Jeff Gove
	Staff Development	Denise Schultheis
	Peer Support Teams	Judy Scherrer
12:00 p.m. - 12:45 p.m.	Lunch	
1:00 p.m. - 2:30 p.m.	Concurrent Sessions	**Various Rooms**
2:30 p.m. - 2:45 p.m.	Break	**Factory Square**
2:45 p.m. - 4:15 p.m.	Concurrent Sessions	**Various Rooms**
6:00 p.m.	Dinner	**Ballroom**

WEDNESDAY, MAY 4, 1994

7:15 a.m. - 8:15 a.m.	Breakfast Buffet	**Ballroom**
8:45 a.m. - 10:15 a.m.	Concurrent Sessions	**Various Rooms**
10:15 a.m. - 10:30 a.m.	Break	**Factory Square**
10:30 a.m. - 12:00 p.m.	Concurrent Sessions	**Various Rooms**
12:00 p.m. - 1:00 p.m.	Lunch	**Ballroom**
1:00 p.m. - 2:00 p.m.	Breakout Session	**Various Rooms**
2:00 p.m. - 2:15 p.m.	Break	**Factory Square**
2:15 p.m. - 3:30 p.m.	Regional Meetings	**Various Rooms**
3:00 p.m.	Adjournment	

Tuesday May 3, 1994

8:30 - 4:15	Vendor Exhibits - Assessment Instruments **Village Court**
8:30 - 9:30	Registration & Continental Breakfast **Factory Square**
9:30 - 10:45	Opening General Session **Ballroom**
10:45 - 11:00	Break **Factory Square**
11:00 -12:00	General Session Continues **Ballroom**
12:00 - 12:45	Lunch
1:00 - 2:30	Concurrent Sessions

Carousels: Various Topics: See Descriptions and Presenters **Stansbury/Pinney**	Language Bridge A New Technique for Teaching ESL: Solutions and Problems Shapiro & Zilberman **Potter Wright**	Innovative Practices in Volunteer-Based Organizations Maus & Dixon **Griswold**
Keynote Speakers: Effective Program Management in Changing Times (Discussion continued from morning) Bowling, Lopez, Gillum **McGregor**	ODE/ODHS Interagency Linkages: Vocational Tuition Reimbursement & Comprehensive Vocational Assessment/ Evaluation Gasiorek **Bishop-Chase**	CASAS: Comprehensive Adult Student Assessment System Toops **Alexander** **Morrison**

2:30 - 2:45 Break
Factory Square

2:45 - 4:15 Concurrent Sessions Repeat

6:00 Dinner
Factory Square

Wednesday May 4, 1994

7:15 - 8:15 Country Buffet Breakfast
Ballroom

8:45 - 10:15 Concurrent Sessions

Advisory Councils: Heaven-Sent or Heartburn? Jividan, Morgan, Wilson, Norton **Pinney**	Literacy Coalitions in Ohio: Part 1 State Coaltion Survey, National Research Padak & Padak **Stansbury**	Stay - N - Learn Counseling Strategies for Student Retention McIntosh, Stacy, Vanlandingham, Collins **Bishop Chase**

TQM: Our Never Ending Journey McKay & Blanchard **Griswold**	Designing & Delivering Staff Development Activities: What Happens after Assessment? Crocker, Roush, Flaig, Bernardini, Leedy **Potter Wright**	ESL Forum: Sharing to Support our Limited English Proficient Adult Learners Farkas **Alexander Morrison**

10:15 - 10:30 Break
Factory Square

10:30 - 12:00 Concurrent Sessions

Advisory Councils Repeat of Above **Pinney**	Literacy Coalitions in Ohio:Part 2 Roundtable Discussion by Coalition Members Padak, Padak, Stephens, Scheid **Stansbury**	Stay - N - Learn Repeat of Above **Bishop Chase**
TQM: Our Never Ending Journey Repeat of Above **Griswold**	Designing & Delivering Staff Development Activities Repeat of Above **Potter Wright**	

12:00 - 1:00 Lunch
Ballroom

1:00 - 2:00 Concurrent Sessions

JOBS Mandatory for Prgms. with State Agreement Gove **Potter Wright**	Current Issues in Ohio GED Testing Fischer **Alexander Morrison**	More Than the Sum of the Parts: Small Group Learning in ABLE Imel **Griswold**
353 Showcase Carousels: Future Training and Product Availability Various topics and presenters - see descriptions **Stansbury/Pinney**	Staff Conflict Resolution Malinak **Bishop Chase**	

2:00 - 2:15 Break
Factory Square

2:15 - 3:30 Regional Meetings

Region 1	Region 2	Region 3	Region 4
NE, Ohio	Central & SE, Ohio	SW, Ohio	NW, Ohio
Leftwich	Gove	Schultheis	Smith
Stansbury	**Pinney**	**Welling**	**Adams**

3:30 Adjournment

CAROUSELS

Tuesday, May 3, 1994
1:00 - 2:30 and 2:45 - 4:15
Stansbury/Pinney

Resources/Information

A. Regional ABLE Resource Centers

Stop by the Resource Center tables to meet the people who are working hard for you. The Resource Centers provide staff development activities/training, technical assistance, resource materials, and information in the form of newsletters, bibliographies, and calendars for the purpose of enhancing adult education programs and practices.
SW Resource Center: Jana Postlethwait & Susan Wetzel, Coordinator/Training Specialists
NE Resource Center: Gloria Gillette, Director
NW Resource Center: Diane Ninke, Coordinator

B. OAACE - "So, What's It To You?"

Meet Judy Scherrer, the current president of OAACE, Ohio's oldest professional organization for adult and continuing educators, dating from 1932. Judy has served on the OAACE board continuously since 1987 in various capacities. She is the coordinator of the ABLE program in Hamilton, Ohio, a position she has held since 1981.

C. Americans with Disabilities Act

This carousel will provide you with materials about the impact of the Americans with Disabilities Act on: Employment, State and Local Government Responsibilities, and Public Accommodations. Maureen Fitzgerald, Program Specialist with the Governor's Council on People with Disabilities since 1989, can also answer specific question you may have about this law.

D. Life Skills

Many programs have found that the needs of their students go far beyond "academic preparation." In fact, these other needs frequently prevent students from achieving their academic and personal goals. This roundtable will introduce an affective skills curriculum which teachers can use to address the "whole" student. David A. Smith is the Educational Consultant for Northwest Ohio and State Coordinator for Adult Education for the Homeless.

E. State Literacy Resource Center - "What It Can Do For You, Your Program, and Your Teachers"

Find out the answers to these questions from Acting Director, Jean Stephens.

This session will give an overview of the State Center as well as provide information on the various publications available. Stop by and take a look at the Ohio Literacy Computer Network and its implications for adult literacy in Ohio. Jean has a background in education and administration with over 10 years of instructional experience and 7 years of administrative experience in state government and with literacy programs. She has previously served as director of the Columbus Literacy Council, a founding member of the OLN and a board member of the Literacy Initiative.

F. Quality Improvement with Peer Support Teams

This project (formerly Peer Assistance) has undergone many changes since its inception. The goal of the project is to set up a continuous improvement process for ABLE programs. A team of your peers can work with you in a non-threatening, supportive way to assist you with positive program changes. Find out more at this carousel. Linda Stacy, Director of Business/Public, Service/Workplace, Literacy/Placement for the Center of Development and Training at Owens Community College has been a leader in this project. Someone representing Linda will be available to answer your questions.

G. JOBS

Jeff Gove, JOBS Coordinator, ODE and Marlene Patton, Human Services Specialist, ODHS team up once again to provide you with resources regarding the ABLE/JOBS Agreement components. Jeff and Marlene continue to provide our state with the expertise in this expanding area.

H. Human Services

Robert Haas, Acting Supervisor of Work and Training, Department of Human Services will be a resource regarding JOBS, sanctioning, ODHS pass-through contracting/agreements and the opportunities for ABLE providers.

I. For the Common Good

"For the Common Good," a 353-funded project has fostered the development of over 35 interagency linkage teams at the local level throughout Ohio since 1990. This carousel will provide you an opportunity to ask questions about this project and find out what you can do to begin a linkage team in your area. Susan Imel is a Senior Research Specialist at the Center on Education and Training for Employment, The Ohio State University. In addition to serving as the Project Director of " For the Common Good," she also directs the ERIC Clearinghouse on Adult, Career, and Vocational Education and serves as the adult education specialist on a National Workplace Literacy Partnership project.

J. Adult High School Continuation/Ohio Proficiency Testing

Last year, AHSC Programs were asked to complete a survey about their individual programs. Results of this survey will be available as well as handouts regarding AHSC and the Diploma of Adult Education. Denise Schultheis, Coordinator of Ohio's Adult High School Continuation program and SW ABLE Consultant will be a resource along with Keith Gochnour, Consultant with the Assessment Center, Ohio Department of Education. Keith will answer your specific questions regarding the Ohio Proficiency Test.

K. Foxfire Project

This project will be the first Adult Education Model of its kind in this country, as current Foxfire networks exist to help teachers improve the quality of classroom learning and address the issues of literacy development in grades one through twelve. ABLE programs from the Appalachian Ohio counties (and others who are interested) will form a network that will provide formal training and support to teachers interested in using this learner-centered approach. The project will be organized and implemented by your carousel presenter, Carolyn Gross, Coordinator of Shawnee B.A.S.I.C.S. , and coordinated by Joyce Odle, a B.A.S.I.C.S.' instructor, who will also be at this table.

CAROUSELS

Wednesday, May 4, 1994
1:00 - 2:00
Stansbury/Pinney

353 Showcase
Special Demonstration & Training Activities

Participants will move from table to table every seven minutes during this carousel presentation. Presenters will briefly describe their projects, the current status of it, and the timeline for training and/or product availability. Find out what's in store for 94-95. Note: Not all 353 grantees could be present.

A. RFP #1 - Workplace Literacy: Trouble Shooting for Success
Grantee: Owens Technical College
Presenter: David A. Smith, NW ABLE Consultant, Ohio Department of Education

B. RFP # 2- Support Staff Training Workshop
Grantee: Owens Technical College
Presenter: Diane Ninke, Coordinator of NW ABLE Resource Center

C. RFP #5 - Innovative Practices in English as a Second Language
Grantee: Euclid City Schools
Presenter: Gloria Gillette, Director of NE ABLE Resource Center, Coordinator of Euclid City Schools ESL program, Instructor of ESL classes

D. RFP # 6 - Transitions: A Move From Literacy Program to ABLE Classroom
Grantee: YWCA of Hamilton City
Presenter: Nancy Schwab, Coordinator, YWCA of Hamilton City ABLE Program, Coordinator of Butler County Literacy Council, Laubach Literacy tutor and trainer

E. RFP #6 - ABLE in County Correctional Facilities
Grantee: Project: LEARN (Cuyahoga Co.)
Presenter: Jo Leftwich, NE ABLE Consultant, Ohio Department of Education

F. RFP #7 - Cultural Diversity
Grantee: Project LEARN of Summit Co.
Presenter: Michael Morsches, Project Director

CONCURRENT SESSIONS

TUESDAY, MAY 3, 1994
1:00 - 2:30

"Language Bridge a New Technique for Teaching ESL: Solutions and Problems"
Arkady Zilberman, Chemical Abstracts
Barbara Shapiro, ABLE Director
Leo Yassenoff Jewish Community Center

Language Bridge is a new technique for successfully teaching ESL. This session will provide you with information regarding the concept of Language Bridge, what's new and different about it, and the problems with traditional ESL methods. Participants will learn how the program operates and the testing procedures involved, as well as the opinions of the students taught by Language Bridge.

> Dr. Arkady Zilberman has a Ph.D. in material science and twenty years of experience as a freelance simultaneous translator. Being a physicist, he experimented on himself during this fascinating activity-simultaneous translation. The conclusions he derived in observations were nontrivial.
>
> Barbara Shapiro has B.A. and Master's Equivalency degrees in Education from the University of Maryland. She taught in public and private elementary schools for 13 years and taught English to refugees for four years in Cleveland and Columbus.

"Innovative Practices in Volunteer-Based Organizations"
Laura Maus, Curriculum and Training Coordinator
Megan Dixon, Program Coordinator
Miami Valley Literacy Council

Laura and Megan will present innovative program practices they have initiated in their ABLE program in Dayton, Ohio. They have developed model student and tutor orientations that have increased retention rates for both groups. They will also present on record keeping and accountability issues volunteer-based organizations face and provide participants with helpful ideas.

"Effective Program Management in Changing Times"

Noreen Lopez, State Director of Adult Education, State Board of Education in Illinois
Ron Gillum, State Director, Office of Adult Extended Learning, Michigan Department of Education
Jim Bowling, State ABLE Director, Ohio Department of Education

This session will continue the work of the general session and allow participants a chance for closer interaction with the presenters and our State Director.

"ODE/ODHS Interagency Linkages: Vocational Tuition Reimbursement & Comprehensive Vocational Assessment/Evaluation"

Carolyn Gasiorek, JOBS Supervisor
Division of Vocational and Career Education
Ohio Department of Education

This session will provide participants with a history and brief description of the 5 ODE/ODHS interagency agreements, as well as an overview of JOBS. Carolyn will explain the Vocational Tuition Reimbursement system and the components of the Comprehensive Vocational Assessment/Evaluation.

> Carolyn Gasiorek's entire career has been in the area of Vocational Education. She has worked in several capacities at the local level throughout the years, including teacher and administrator. Prior to joining ODE, she gained experience in working with the JOBS Comprehensive Vocational Assessment/Evaluation Project as the Adult Education Director at one of the eight pilot sites.

"CASAS: Comprehensive Adult Student Assessment System"
Alan Toops, ABLE Director
Ohio Department of Rehabilitation and Corrections

This presentation will be an overview of competency based adult education and assessment. The focus will be on an outcome based approach to providing adult education services and assessment approaches to measuring indicators of program quality.

> Alan has B.S. and M.A. degrees from Ohio State University in Education. He worked as an adult education instructor from 1972-1978. Alan has held the positions of Assistant Director of Education at London Correctional Institute, Director of Education for Chillicothe, London, and Orient Prisons. He holds the position of Assistant Director of Education and Training at ODRC, one he has held since 1987. Alan serves on the Board of Directors for CASAS and OAACE.

CONCURRENT SESSIONS

Wednesday, May 4, 1994
8:45 - 10:15 and 10:30 - 12:00

"Advisory Councils: Heaven-Sent or Heartburn?
Facilitator:
Dee Jividan, Executive Director
Miami Valley Literacy Council
Panel Presenters:
Gail Morgan, ABLE Coordinator
Helen Jane Wilson, ABLE Coordinator
Barbara Norton, ABLE Director

This presentation will help participants who need assistance with their advisory councils. Topics covered will include: benefits of having an advisory council, positive and negative experiences, basics of a good advisory council, and basics of good advisory council structure and management. The panel of presenters will give you their personal experiences with their own advisory councils. Participants will engage in discussion and write their own plan for success.

Dee Jividan has been Executive Director of the Miami Valley Literacy Council since July, 1993. For seven years, she was director of the Voluntary Action Center and Management Assistance Program of the United Way of Dayton, training organizations in volunteer management and board development. Gail Morgan has worked as a Teacher-Coordinator of the Southwestern City Schools for 18 years. She has a Masters degree in Adult Education from OSU. Barbara Norton, Executive Director of Project: LEARN of Summit Co. and the ABLE Director, became involved in adult literacy when her husband's job took her to Sharon, Pa. She became a tutor, tutor trainer and supervising tutor trainer. Helen Jane Wilson taught in the Ravenna City Schools for 23 years and now teaches and coordinates in the ABLE program at the Maplewood Area JVS. She is also the Director of the Portage County Literacy Coalition and Coordinator of the Gateway Grant Program.

"Literacy Councils in Ohio (Parts 1 and 2)"
Nancy Padak, Project Administrator
Ohio Literacy Resource Center
Gary Padak, Faculty
Kent State University
Jean Stephens, Acting Director
Ohio Literacy Resource Center
Karen Scheid, Director
Ohio Literacy Network

The first part of this session, 8:45 - 10:15 will provide participants with the results of a recent state coalition survey and information on national research on coalitions. The second session, 10:30 - 12:00 will be a roundtable discussion by coalition members present. Possible topics include: defining coalitions, describing what is being done in different parts of the state, identifying problems that coalitions could use assistance with, the role of OLRC and OLN in supporting coalitions, discussion of how the more established, larger coalitions could assist other communities in the development of coalitions, and the need for continued interaction.

"Stay - N - Learn"
Jimmi McIntosh, ABLE Coordinator
Dan Stacy, ABLE Director
Yvonne Vanlandingham, ABLE Instructor
Don Collins, ABLE Instructor

This session will provide participants with retention/counseling strategies that were developed by the Clermont County Office of Education ABLE staff through a Special Demonstration Grant from the Ohio Department of Education. Jimmi and Dan became interested in this project because their dropout rate was higher than they wanted. Through this project, they have established registration, orientation, and absentee policies for their ABLE program. They have also included strategies such as centralizing assessment, implementing self-esteem activities, training of staff in the use of classroom strategies, utilizing a neighboring Ropes Course, and working with the local Mental Health Center.

"TQM: Our Never Ending Journey"

Dennis McKay, Director
Karen Blanchard, JOBS Administrator
Fulton County Department of Human Services

This session will provide participants with an example of Total Quality Management in Education from "Quality or Else." The presenters will give an overview of Deming's Fourteen Points and how they can relate to your agency. The workshop will allow time for an open forum to address your issues, questions, and concerns.

The Team from Fulton County Department of Human Services represents a cross-section of associates. Each associate brings with them his/her experience in the journey to Total Quality Management.

"Designing and Delivering Staff Development Activities"

Facilitator:
M. Judith Crocker, ABLE Director
Cleveland City Schools
Panel Presenters:
Suzanne Bernardini, ABLE Director
Ashtabula County JVS
Lili Roush, ABLE Director
Gallia-Jackson-Vinton JVS
Amy Leedy, ABLE Coordinator
Miami Valley Career Technology Center
Charlie Flaig, ABLE Instructor
Northwest Local Schools

Session participants will gain concrete ideas and examples of staff development activities and practices from experts in our own ABLE programs. Topics will include: how you decide what your consortium activities will be for the year, examples of how you design and deliver the activity in order to recruit workshop participants, examples of workshop activities and handouts.

Dr. Crocker has over 20 years experience in adult education. She has designed and delivered teacher training and has taught graduate classes for basic education professionals. Dr. Crocker has served as a trainer for state and national projects, and has consulted with Pelavin, Associates, Inc., Cosmos Corporation, and RMC on research and design of training materials. The panel of presenters is comprised of experienced Consortia leaders, who will provide you with model staff development practices. Suzanne leads the Eastern Shore Consortium in Northeastern Ohio, Amy heads the Montgomery County Consortium in Southwestern, Lili provides leadership to the Southeastern Ohio Consortium in Southeastern Ohio, and Charlie Flaig is instrumental in staff development activities that are provided through the South Central Appalachian Consortium in Southeastern Ohio.

"ESL Forum: Sharing to Support our Limited English Proficient Adult Learners"

Jennifer Farkas, ABLE Director
Dublin City Schools

This session will provide participants with ESL programs an opportunity to share experiences, resources, ideas, and concerns in an open forum setting. Jennifer will facilitate this session to meet the needs of those attending.

Note: This session will **not** be repeated.

"JOBS"

Jeff Gove, State JOBS Coordinator
Ohio Department of Education
Marlene Patton, Human Services Specialist
Ohio Department of Human Services

The JOBS Breakout Session is MANDATORY for ABLE programs participating in the SFY 1994 ABLE/JOBS Interagency Agreement. The main focus of this meeting is to communicate the process to be used for Reconciliation. This session will be co-presented by Jeffrey Gove and Marlene Patton. If any time remains at the end, any questions pertaining to the agreement will be addressed.

"Current Issues in Ohio GED Testing"

David Fischer
State GED Administrator
Ohio Department of Education

Dr. Fischer's presentation will give participants an overview and update of GED policies and procedures. Time will be given for David to answer your questions and address your concerns.

> Dr. Fischer is the State GED Administrator for Ohio. He has spent more than 15 years as a clinician, teacher, and administrator in the field of special education. He has also been a classroom teacher, and before joining the Ohio Department of Education, administered a program for at-risk youth.

"More Than the Sum of the Parts: Small Group Learning in ABLE"

Susan Imel, Senior Research Specialist
Center on Education and Training for Employment
The Ohio State University

This session will introduce, *More Than the Sum of the Parts: Using Small Group Learning in Adult Basic and Literacy Education*, a publication produced through a 353 Special Demonstration Project. Dr. Imel will help you discover some of the advantages and disadvantages of the small group learning approach and the type of staff development activities that will support it.

"Staff Conflict Resolution"

Joyce A. Malinak, Practice Director
Working Dynamics, Inc.
Dublin, Ohio

This session will provide ABLE directors/coordinators with the skills and resources needed to address staff conflict resolution involving all levels of employees.

> Dr. Malinak has a broad base of experience in the area of organizational behavior and human resource management, both public and private sector, involving service and manufacturing organizations. Her sixteen years of experience in the field of Human Resource Development has focused on topics including: Diversity, Team Building, and Quality Through Employee Involvement.

CONFERENCE VENDORS

Note: Vendors will have their displays set up until noon on Wednesday, May 4. Please do not take display materials without vendor's permission.

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Ohio Literacy Resource Center
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Kent State University
Kent, OH 44242
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1-800-765-2897
Representative: Tim Ponder